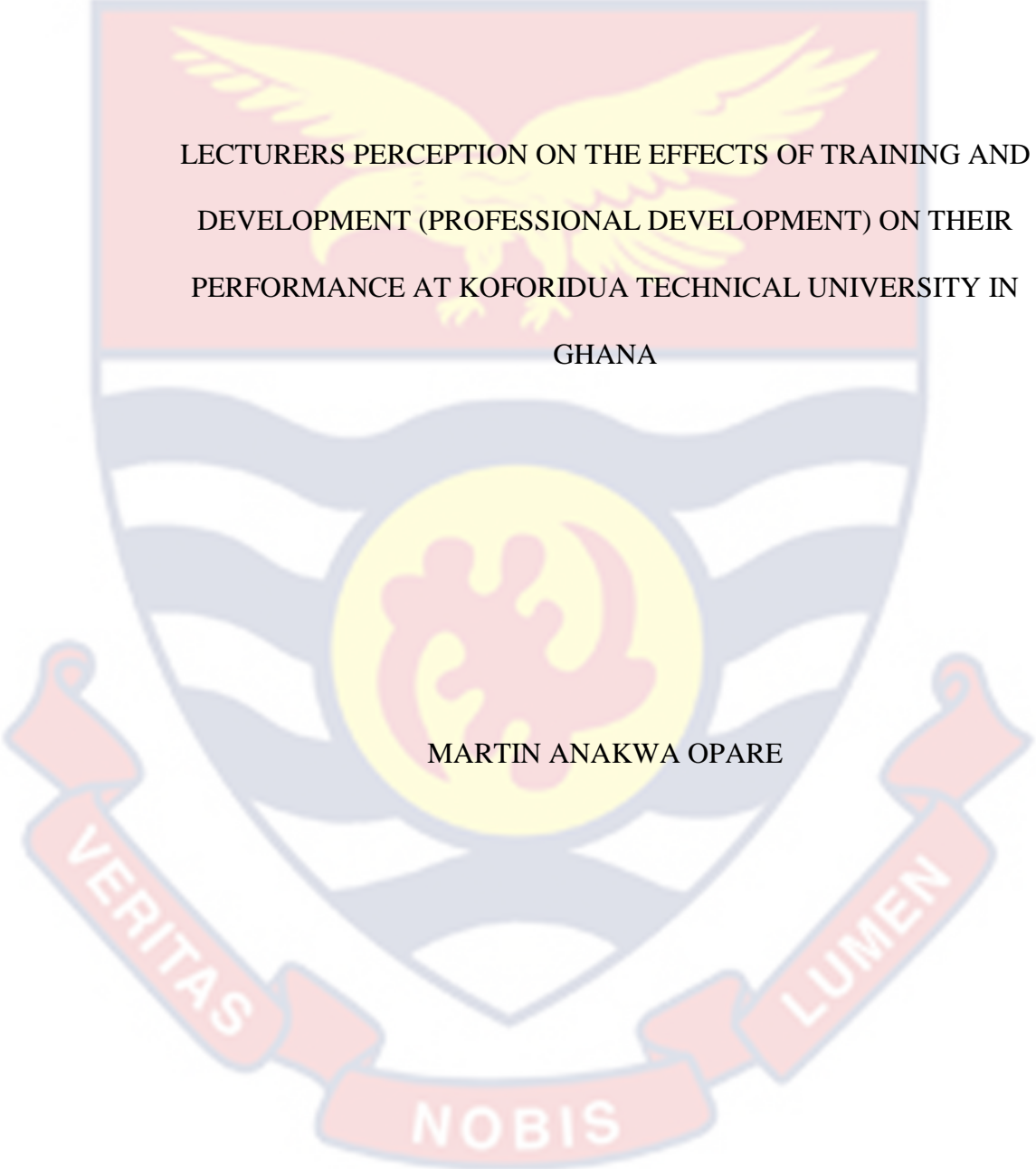UNIVERSITY OF CAPE COAST

LECTURERS PERCEPTION ON THE EFFECTS OF TRAINING AND

DEVELOPMENT (PROFESSIONAL DEVELOPMENT) ON THEIR

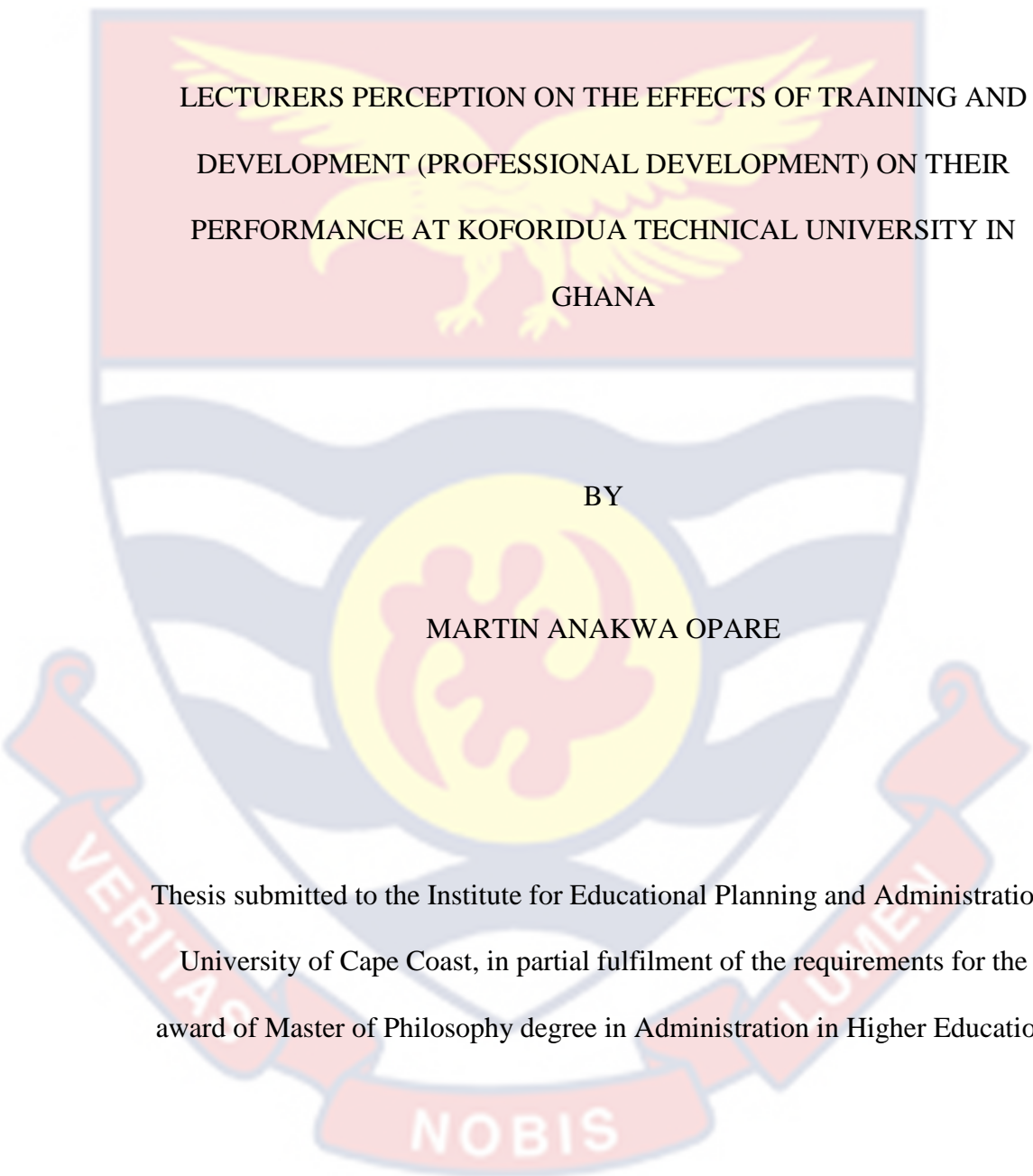PERFORMANCE AT KOFORIDUA TECHNICAL UNIVERSITY IN

GHANA

MARTIN ANAKWA OPARE

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LECTURERS PERCEPTION ON THE EFFECTS OF TRAINING AND

DEVELOPMENT (PROFESSIONAL DEVELOPMENT) ON THEIR

PERFORMANCE AT KOFORIDUA TECHNICAL UNIVERSITY IN

GHANA

BY

MARTIN ANAKWA OPARE

Thesis submitted to the Institute for Educational Planning and Administration,

University of Cape Coast, in partial fulfilment of the requirements for the

award of Master of Philosophy degree in Administration in Higher Education

NOVEMBER 2023

DECLARATION

Candidate's Declaration

I hereby declare that this thesis is the result of my own original research and

that no part of it has been presented for another degree in this university or

elsewhere.

Candidate's Signature…………………………………. Date……..…………

Name:……………………………………………………………………….

Supervisors' Declaration

We hereby declare that the preparation and presentation of this thesis were

supervised in accordance with the guidelines on supervision of thesis laid

down by the University of Cape Coast.

Principal Supervisor's Signature……………….………........... Date…………..

Name……………………………………………………………………………

Co-Supervisor's Signature……………….………........... Date……………..…
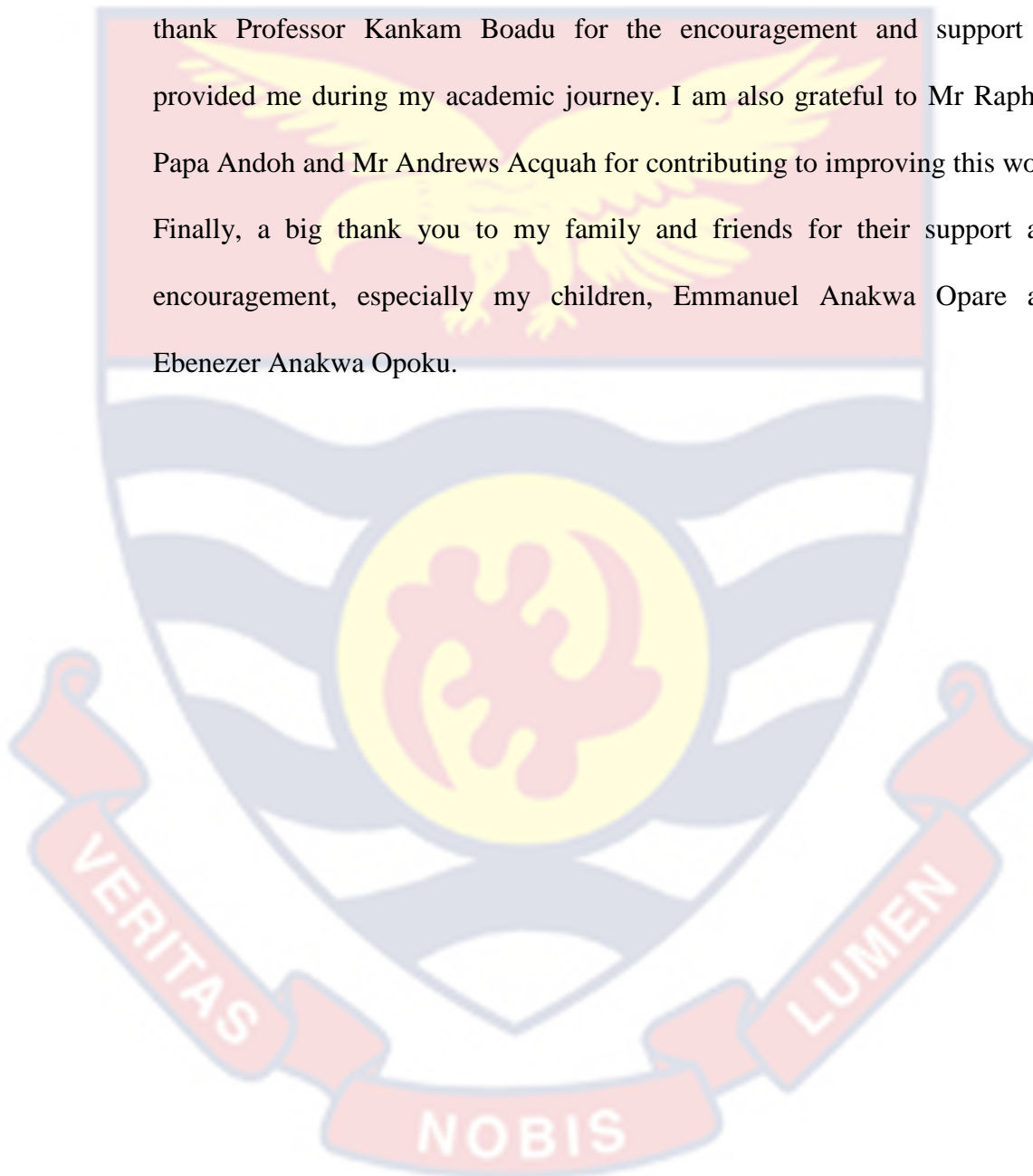
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ABSTRACT

This study examined lecturers' perceptions of the effect of training and development on their performance at Koforidua Technical University. Using the census sampling method, all 174 lecturers at Koforidua Technical University participated in this research. Data was gathered using questionnaires and analysed using descriptive and inferential statistics. This research concluded that lecturers' training needs are paramount at Koforidua Technical University. Moreover, the lecturers' performance at Koforidua Technical University is satisfactory. Furthermore, human capital investments in lecturers' training and development improve their individual-level outcomes. In other words, improved training and development practices improve lecturer performance at Koforidua Technical University. Hence, it is suggested that management at Koforidua Technical University should persistently prioritise firm-specific and general training practices in their organisation to significantly enhance lecturers' productivity and achieve a competitive advantage. Furthermore, to discover new approaches to resolving organisational issues, lecturers should also be given a chance to seek knowledge and experiences in various work environments within the same industry.

ACKNOWLEDGEMENTS

My profound gratitude to my Principal supervisor, Professor (Bro.) Michael Amakyi and my Co-Supervisor, Dr Michael Boakye Yiadom, for their guidance throughout the construction of this work. Again, I would like to thank Professor Kankam Boadu for the encouragement and support he provided me during my academic journey. I am also grateful to Mr Raphael Papa Andoh and Mr Andrews Acquah for contributing to improving this work. Finally, a big thank you to my family and friends for their support and encouragement, especially my children, Emmanuel Anakwa Opare and Ebenezer Anakwa Opoku.

DEDICATION

To my Late mother, Mrs Linda Opare

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CHAPTER ONE

INTRODUCTION

Background to the Study

Training and development is a planned, systematic, formal, ongoing action taken in companies or firms to enhance the work output and self-fulfilment of staff through different educational methods and programmes, with a focus on increasing the levels of abilities, knowledge, and capability of individuals (Nassazi, 2013). Most experts agree that key factors in guaranteeing long-term business success and profitability include the calibre of employees and continuous training that improves their skills and production (Halawi & Haydar, 2018).

Organisations may develop and improve their workforce's capabilities using two different approaches. Organisational personnel receive on-the-job training while carrying out their regular duties at the same places; however, employees receive off-the-job training when they are out of their typical work settings to give the training their full attention (Mira, 2018). Job rotations and transference, coaching, and or mentoring are just a few examples of on-the-job training. Off-the-job training can take various forms, including conferences, role-playing, learning new software, finding novel ways to tackle problems, creating new publications, and more (Yokoyama, 2018).

The significance of training on employee outcomes cannot be overemphasised (Mira, 2018). Training helps in addressing employee weaknesses, which hinder their best outputs. Training enables to cast off weaknesses, with the aid of strengthening staff abilities (Chaudhry, Jariko, Mushtaque, Mahesar, & Ghani, 2017). A well-based education application

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allows employees to acquire the same competencies and knowledge and transfer them all to a higher degree of compliance. Because all personnel are sincere, the organisation no longer must depend on unique personnel (Too & Kwasira, 2018).

A well-skilled worker has learned an excellent deal approximately various activity procedures. Their self-esteem is also boosted. Because they fully comprehend the jobs and obligations allocated to them, the employee is more confident. The newfound confidence enables the employee to carry out his or her duties more effectively and generate fresh initiatives to incorporate into the day-to-day execution of duties (Sexena & Srivastava, 2015). Employees are encouraged to work hard to enhance their organisation, be proud of their good performance, and take on higher roles (Engetou, 2017).

On the other hand, less skilled workers cannot perform their duties, making it impossible to achieve any of these goals. Low staff morale leads to increased employee turnover. Potential employees are sometimes put off by a company with a high personnel turnover rate. When employees cannot complete their responsibilities confidently due to a lack of knowledge, there is a low output rate. Unskilled workers might take a long time to do tasks on their own, or they might do so to the best of their abilities, which would be detrimental to the workflow. This might lead to mistakes and efforts that must be redone or fixed (Amo, 2019).

Most importantly, an untrained lecturer will not be able to produce high-quality students who will be able to work in key industries. When they do not possess the knowledge and abilities needed to offer outstanding customer service, they are dissatisfied and perplexed. The university's admissions and

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sales will suffer when unsatisfied students opt for competitors who can offer great products and adequate service (Okechukwu, 2017). Also, dissatisfied students are less likely to recommend the said university to their family and friends, and such a university may experience a loss in competition, recording low patronage in programmes advertised (Alshery & Ahmad, 2016).

By providing distinctive programmes, services, and skills, universities aim to succeed. However, trained teaching professionals must create, develop, implement, and maintain such components. In this sense, training and development is an essential generator of lecturers' capabilities (Vidal-Salazar, Hurtardo-Torres, & Mathis-Reche, 2012) and, subsequently, lecturers' performance (Hee & Jing, 2018). This proclamation is explained by the Human Capital (HC) Theory, credited to Becker (1964).

The HC theory states that those who put money into their training and education will become more skilled and efficient than those who are less trained, enabling them to command higher remuneration due to their HC investment (Becker, 1964). As Becker (1993, p. 19) indicates, "training increases income and productivity in particular by offering information, abilities and hassle-fixing competencies". Further, the views of Becker (1993) play a vital position in a group of workers' improvement and literacy, as HC's view promotes the concept that personnel information and abilities may be improved through investment in education or mastering in the form of studying (Hatch & Dyer, 2004).

According to studies, companies invest over $126 billion each year in staff training so that workers can favourably impact organisational results through the success of their efforts. Research indicates that direct training cost

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per employee has grown over the past three years. According to Miller, Ho, Frankel, Jones, and Bello (2014), $1,208 was spent by organisations in 2014; $1,229 was spent in 2015 (Ho, Miller, Jones, & Bello, 2015); and $1,252 was spent in 2016. (Ho, Jones, Julien, & Body, 2016). Investments in employee training and development cut across diverse topics, including compulsory training, supervisory, compliance, sales, managerial and executive development, customer service, and interpersonal abilities (Technical Report, 2017).

By investing in employee training, companies can take advantage of high-potential personnel and people eager to take on more responsibility. However, Jehanzeb and Bashir (2013) claim that emotional consent is required to fulfil these expectations. In other words, with possibilities for professional growth and training, the company and the personnel will collaborate to attain life-long commitment. Therefore, this research intends to study the training and development of lecturers at Ghana's Koforidua Technical University and their performance.

In 1997, Koforidua Technical University, originally Koforidua Polytechnic, was established. The University was established to produce a highly qualified, career-focused, and skilled workforce to support the development of the nation's industrial sector. Since 1999, the institution has produced graduates with Higher National Diploma (HND) in Computer Science, Accountancy, Marketing, Purchasing and Supply Statistics. The University currently has the following faculties and institutes: Faculty of Engineering, Faculty of Built and Natural Environment, Faculty of Applied Science, Faculty of Health and Allied Sciences and Technology, Faculty of

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Business and Management Studies, and Institute of Open and Distance Learning (Koforidua Technical University, 2019).

Since its establishment in 1997, the number of academic programmes has significantly increased from two to twenty Higher National Diploma programmes and thirteen Bachelor of Technology programmes. In order to address the needs of the expanding student body, which totalled 6,895 for the 2016–2017 academic year. The university is dedicated to boosting employee development. Because of numerous partnerships, many employees seek higher education in Ghana and abroad (Koforidua Technical University, 2019).

Statement of the Problem

Employees in the education sector are responsible for consistently providing excellent service to their customers: students in particular (Hee & Jing, 2018). This is because the reputation of any organisation, like Koforidua Technical University, lies in their human capital (Coff & Raffiee, 2015), categorised under teaching and non-teaching staff. The technical university's mission is to deliver tertiary-level technical education by fostering the development of career-focused skills in partnership with industry. In addition, its vision is to provide standard science and technology education, a centre of excellence in applied research, and a resource for community problem-solving. In order to meet the demands of its increasing student body, Koforidua Technical University is likewise dedicated to rapid employee development (Koforidua Technical University, 2019).

Indeed, the university's vision, mission and values cannot be realised without the help of its abled, loyal and competent lecturers. Lecturers are

crucial for the achievement of an organisation's vision because they are the ones that constantly engage with students (Georgiadis & Pitelis, 2016). To be able to deliver to the optimum and maintain professional standards and conducts in the technical university, lecturers, who form the teaching staff of the technical university, require adequate training and development, which will help them to eliminate the gap between recent and future performance in the educational sector (Elnaga & Imran, 2013; Nassazi, 2013).

This reasoning is explained by the HC theory (Becker, 1964). The theory views lecturers as assets, wealth, and competitive advantage and emphasises that any investment made by technical universities in their lecturers will have a significant positive impact (Koubek, 2013). This study has become necessary at this time due to the poor academic performance of students within the Koforidua Technical University, which has resulted in the rustication of 150 students after failing to obtain the average cumulated grade point of 1.5, leading to their withdrawal from the institution, during the 2015/2016 academic year. Students' poor academic performance has become a significant concern to the school's management, particularly the Vice-Chancellor (Education Ghana, 2016).

Students' poor academic performance can be linked to the performance and competencies of their lecturers, who represent the university's teaching staff (Long, Ibrahim, & Kowang, 2014). A study by Sasmita (2016) reveals that inadequate research work conducted by lecturers is a leading cause of their low performance. Torrinton, Hall, and Taylor (2005) suggest that one of the most significant categories of identifying training and development needs in an organisation is to resolve problems caused by worker performance.

Kiruja and Mukuru (2013) argue that technical educational institutions must deliver high-quality training and development to enhance productivity and competitiveness.

Recognizing that previous research has devoted significant effort to investigate the effect of training on staff performance in a variety of industries, including manufacturing (Hee & Jing, 2018), power (Too & Kwasira, 2018), hotel establishments (Dhar, 2015; Khalaf, Morsy, Ahmed, & Ali, 2016; Sexena & Srivastava, 2015), pharmaceutical (Hafeez & Akbar, 2015), banking (Athar & Shah, 2015; Tahir, Yousafzai, Jan, & Hashim, 2014; Chaudhry et al., 2017), telecom (Ahmad & Manzoor, 2017), and insurance (Atieno & Orwa, 2015); limited studies apply to the education sector (Okechukwu, 2017). In order to close the gap in the literature, this research at Koforidua Technical University looks at lecturers' perceptions of the effect of training and development on their performance.

Purpose of the Study

The study examines lecturers' perceptions of the effect of training and development on their performance at Koforidua Technical University.

Research Questions

The following research questions were developed to guide the study:

1. What is the perception of lectures at Koforidua Technical University on Training and Development needs are provided?

2. How does the training and development program enhance lecturers' performance as perceived by lectures?

3. What is the relationship between training and development and lecturers' performance at Koforidua Technical University as perceived by lectures?

Significance of the Study

This research sheds light on the effect of development and training on the performance of lecturers by focusing on Koforidua Technical University. This research will specifically address the extent to which the needs of lecturers for training and development are taken into account, the level of lecturers' performance at Koforidua Technical University over the past year, and the effect of training and development on lecturers' performance. Thus, policymakers and practitioners at Koforidua Technical University will find the study's conclusions valuable. Moreover, the study will provide educational literature on employee training and employee performance relationship for interested scholars, potential business owners, and business consulting organisations.

Delimitations of the Study

Ghana is home to several technical universities: Takoradi Technical University, Cape Coast Technical University, Ho Technical University, and Sunyani Technical University and so on. However, the current study is just focused on Koforidua Technical University. Therefore, the performance of lecturers and training and development were variables. Training and development is the exogenous latent variable, whereas lecturer performance is the endogenous latent variable.

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Limitations of the Study

Because the research was restricted to Koforidua Technical University, a single source organisation, the study's findings primarily apply to that jurisdiction. Also, using closed-ended statements in a Likert-type scale limited the details participants can share regarding the study's essential variables.

Organisation of the Study

There are five main chapters in this study. The research's background, statement of the problem, purpose, research question, significance of the research, delimitation, limitations of the research, and organisation of the research are covered in the first chapter. The second chapter examines several pieces of literature related to the study, including the theoretical review, conceptual issues, empirical review, conceptual framework, and lessons learnt from the review. The study's methodology, which covers the research approach, research design, study organisation, population of the study, sampling procedure and sample size, ethical considerations, data collection tools, data collection procedure, and data analysis method, is explained in Chapter three. The findings are described in detail and discussed in Chapter four. Finally, a summary of the study's findings, conclusions, and recommendations is provided in Chapter five, along with ideas for future research.

CHAPTER TWO

LITERATURE REVIEW

Introduction

The four components are the literature review's theoretical review, conceptual issues, empirical review, and conceptual framework. The theoretical review explained the study's foundational theory. The conceptual review detailed the concepts employed in the study that stemmed from the research issue. Furthermore, the empirical study summarises the findings of investigations on "Training and development, as well as lecturers' performance at Ghana's Koforidua Technical University." Finally, the conceptual framework demonstrated how the study issue is investigated. It focuses on a tried-and-true theory that incorporates the results of multiple studies and explains how the phenomenon occurs.

Theoretical Review

The human capital theory was used to underpin this study. First of all, the origins of the theory are mentioned. Subsequently, the writer further explains how the theory is applied in the context of organisations. Following this, the limitations of the theory are examined.

Origins of the Human Capital Theory

This research was based on the HC theory. Land, workforce, physical capital, and management comprised the four main production-related elements in the 1950s (Becker, 1993; Mincer, 1962b). Becker (1964), Schultz (1961), and Mincer (1974) were among the first to challenge the notion that capital increase was necessary for financial success. The simple premise of HC's idea is that humans' mastering abilities are of exact cost to other sources worried

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about producing goods and offerings (Lucas, 1990). The human capital theory emphasizes the extra value individuals contribute to an organisation. This theory views people as assets, wealth, and competitive advantage and emphasizes that any investment made by businesses will have a significant positive impact (Koubek, 2013).

How the Human Capital Theory Applies to Organisations

According to the HC theory, as it relates to organisations, individuals who invest in their education will become more skilled and efficient than others with inferior abilities, enabling them to earn more money due to their HC investment. As Becker (1993, p19) factors out, "education increases income and productiveness, particularly by offering knowledge, capabilities and approach of hassle evaluation". Furthermore, Becker's views play an important position in a team of workers' improvement and literacy because the HC's view promotes the idea that staff know-how and capabilities can be stepped forward by investing in education or schooling via studying (Grant, 1996a; Hatch & Dyer, 2004).

One of Becker's (1964) most outstanding achievements in enhancing human resources is education. Becker said that, in all cases, investment in training and training would enhance productivity, but education decides who pays for the schooling, i.e., staff or an organisation. Pigou's preceding paintings (1912) concluded that companies might not have sufficient incentives to invest their talents in the staff because trained workers may want to leave their jobs to other employers who could benefit from their skills.

Nonetheless, Becker (1964) questioned this belief and said that organisations could be more inclined to proportion the value of direct

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schooling as it is only vital for an employer. It is because of the notion that workers and employers will not profit from the same production level if they change their employment. Becker (1964) went on to say that companies could now not be inclined to pay for conventional abilities in particular due to the fact, in an aggressive exertions marketplace, where workers get their product, firms might not be able to recoup their investment in preferred talents, in order that they would by no means pay for regular training.

Similarly, since skill is classified as 'general' in nature, a worker can without problems transfer to any other company without problems as their talents are not at once associated. Naturally, therefore, the enterprise will lose its preliminary funding. Alternatively, workers may have the essential incentives to broaden their preferred skills because, in aggressive markets, they are the handiest ones who enjoy improving their products (Acemoglu & Pischke, 1999). Further, employees can effortlessly make such investments by earning much less than their productivity for the duration of education (Becker, 1964). The concept in the back of this view is related to the idea that personnel will bear in mind deciding to buy everyday education as funding, which they assume to bring about higher salaries inside the destiny, aside from the organisation they work for (Technical Report, 2017).

Limitations of Becker's Research

Notwithstanding Becker's (1964) significant contribution to modern academic thought in human functional resource control, the writer's work has also been the challenge of numerous and energetic grievances through the years. First, Oliveira and Da Costa (2014) pointed out that Becker's (1964) first research on training and wages had little bearing on worker satisfaction.

Second, Oliveira and Da Costa (2014) highlighted that Becker (1964) refused to charge enjoy, although it is crucial for employers who place it at the highest level in choice and hiring.

Second, as Morgan and Winship (2015) point out, the notion of skills in Becker's (1964) studies is a controversial subject. Even though Becker (1964) designed an intelligence quotient (IQ) and character performance in excessive college (i.e., excessive college function) in his evaluation, most psychologists nonetheless argue that the causal effect of income education may also have shown extra 'ability' than some other abilities to growth productiveness available at educational institutions. Oliveira and Holland (2007) and Oliveira and Da Costa (2014) additionally argued that Becker (1964) despised any training or education that changed into no longer formally installed or required funding. In other words, Becker (1964) placed excessive emphasis on investing in formal training (i.e., preferred and direct) and did not note the role of informal/casual learning education.

Learning by doing, or learning by experiencing, is what informal learning is all about. Employees, for example, might learn a great deal just by trying a job. Baron and Armstrong (2007) pointed out that informal learning is more prevalent, especially in the early stages of employment. While Becker (1964) divides talents into standard and specific, Acemoglu and Pischke (1999) argue that many skills are specific. For example, the capacity to operate a printer is not confined to the printing sector. However, these abilities are 'common' in Becker's (1964) paradigm because several enterprises in the same industry typically employ the same technology.

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Based on Becker's (1964) framework, Estevez-Abe, Iversen, and Soskice (2001) distinguished between general, industry, and solid abilities. According to the authors, industry-specific training may be described as training that increases work output in a given industry but not outside it. Skills learned through apprenticeships and vocational education is examples. Becker's perspective, in the end, primarily neglected the role of unintelligible talents. This is because there has been an increasing emphasis on inexplicable skills and abilities in recent years (Heckman & Rubinstein, 2001; West, Kraft, Fin, Martin, Duckworth, Gabrieli, & Gabrieli, 2016). Unlike cognitive talents, abstract skills are directly tied to sensory information, experience, or thought acquisition.

On the other hand, abstract abilities, including attitudes, perspectives, behaviours, learning techniques, and interpersonal skills, can significantly impact how people learn. An employee, for example, may be mentally capable, but if he or she refuses to attend organisational training sessions, they will never realise their full potential. In this perspective, enthusiasm, working hard, negativity, self-control, persistence, positivity, and the capacity for teamwork are all crucial factors in determining an employee's success in an organisation (Avey, Luthans, Smith, & Palmer, 2010a; Heckman & Rubinstein, 2001; Luthans, Avey, & Patera 2008; Luthans, Avolio, Avey, & Norman, 2007; West, Kraft, Fin, Martin, Duckworth, Gabrieli, & Gabrieli, 2016). Moreover, in recent times, measuring non-cognitive skills is an essential topic in the workplace (Avey, Luthans, & Youssef, 2010b).

Becker's (1964) viewpoint has also been contested from a theoretical standpoint. Spence (1973), for example, provided a theoretical answer to the

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HC concept and Becker's study findings (1964) within the form of a point of view. At the same time as Becker (1964) argued that funding in training and schooling might improve productivity and profits, Spence (1973) took a unique view and argued that, due to the unseen capability of workers (asymmetry info), training serves best as a sign to employers in regards to a group of workers, such as an MBA or degree from a reputable university.

Connelly, Trevis-Certo, Duane-Ireland, and Reutzel (2011) contend that Spence's (1973) model is different from human capital theory since the author underplays the contribution of education to enhancing worker efficiency but instead emphasises education as a channel for conveying alternatively unobservable strengths of job candidates. Hämäläinen and Uusitalo (2008) claim that this debate is hard to answer because, in many instances, each theory has equal predictions. For instance, they each predict that advantages will boom with training. However, coverage conclusions are very exceptional. Inside the HC idea, growing tiers of schooling have important implications for productivity and economic boom.

Signing the theory, on the other hand, claims that education has no influence on production and that, while education investments may benefit those who pursue it, they do not benefit society as a whole (Hämäläinen & Uusitalo, 2008). Signing a theory is presented as a theoretical response to Becker's (1964) findings. There have also been numerous articles that support theoretical support. For example, Hämäläinen and Uusitalo (2008) discovered evidence for the signing theory in their research on the Finnish polytechnic school reform.

Ultimately, the implications of the HC theory are contested by numerous intellectuals. For instance, Nelson and Phelps (1966) and Schultz (1961) regard HC as an adaptive pressure. According to Nelson and Phelps (1966) and Schultz (1961), HC is beneficial when handling "disequilibrium" conditions, or more generally, when there is a converting environment and a group of workers must adapt to it. For instance, the authors have advised that a group of workers. HC is the most critical factor in adopting recent and efficient technologies.

Additionally, throughout the recovery period, companies are increasingly looking to their staff for creativity, challenging them to develop new ideas and techniques for continuous operation. As a result, corporate HC can be a vital part of solid alignment in unpredictable or turbulent settings. Schultz's (1961) and Nelson's and Phelps's (1966) views on HC play a significant role in the modern concept of HC at the individual and unit levels. However, the HC concept remains useful in strategic human resource management areas. Consequently, the current study employs the HC theory in examining training and development and lecturers' performance at Koforidua Technical University in Ghana.

Conceptual Issues

Concept of Training

Training is a "learning process, in that it seeks a relatively lasting change in an individual that would increase his ability to function on the job," according to DeCenzo and Robbins (2000). This implies that training must be set up in a manner that transforms or enhances abilities, knowledge, behaviours, and social conduct. The person's expertise, approach to work,

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associations with workmates and supervisors, and interactions with them may be impacted by this improvement or development of abilities, knowledge, behaviours, and social conduct.

Consequently, training is described as a series of planned activities intended to enhance personal, collective, or organisational performance (Cascio,1992). Advancements in knowledge, abilities, behaviour and social conduct can be seen as a result of the individual, group, or organisation's improved performance.

Monappa and Saiyadain (2008) define training as teaching or learning activities undertaken with the primary objective of supporting people in an organisation in gaining and implementing the knowledge, expertise, abilities, and behaviours required by that organisation. It is the process of enhancing a worker's knowledge and skills so they can perform a particular job.

Therefore, management in any organisation must see training as a lifelong investment in employees. According to Dessler (2008), training is a way to equip new and existing workers with the abilities needed to succeed in their respective professions. He continues by saying that managers who overlook training do it to the disadvantage of the organisations they oversee. He views training as a hallmark of excellent management. This is so because recruiting high-potential workers will not ensure they can work effectively. Because of this, every employee needs to be aware of what the management requires of him and how he is to fulfil it. Training has a decent track record of influencing organisational effectiveness as a result. Cole (2004) claims that human resources are the most dynamic of all the resources available to a firm. As a result, management must give this resource much attention to perform at

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its best. Consequently, management must deal with training and development, leadership, communication, job restructuring, and payment mechanisms. He also provided the definitions listed below, which are essential to note:

1. Education - a general phrase that refers to fundamental instruction in knowledge and skills that helps individuals make the most of their life; it is personal and has many applications.

2. Training is preparing for a job or picking up specialised knowledge. Because of this, it is less broad than either education or development and is more career-focused than personal.

3. Development – This typically entails a broader perspective of knowledge and skillset attainment than training, is less job-oriented than career-oriented, is more focused on personnel capacity than current abilities, and regards employees as flexible resources.

4. Learning is the foundation of all three concepts; It is a means of getting the knowledge, comprehension, abilities, and values needed to fit in with any setting.

5. Competence: This is the ability to show people that you can do a job, procedure, or role to a certain level; it all comes down to applying what you have learned.

Finally, training is crucial for new and experienced staff, according to Ivancevich (2010), as it "is an effort to boost an employee's current or future performance." He uses the following quote from Clifton & Fink (2005): "*Training is a systematic process of altering the behaviour of employees in a direction that will achieve organisational goals. Training is related to present job skills and abilities. It has a current orientation and helps employees*

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master specific skills and abilities".

Meaning of Training and Development

Schooling and development are the sectors of human aid control responsible for organisational activity intended to improve people and agencies' overall performance in organisational environments. Body of workers development, staff development, and studying and development are some of the terms used to describe it (Harrison, 2005).

Training is the method used to help people alter their abilities, knowledge, conduct, and/or behaviour (Robbins & DeCenzo, 1996). In this view, training entails creating and fostering learning experiences that lead to the targeted performance standard. Contrarily, advancement is a long-term process of learning and development that focuses on what one will need to learn or be able to do in the future. Although training focuses on present job tasks or duties, there are areas where future job responsibilities can be improved. However, these terms are also used interchangeably or to refer to a single activity, emphasizing the training and development product or how persons behave as a consequence of whatever they learnt (Robinson & Robinson, 1995).

Training takes the form of education. People can ponder on and explore new opportunities that may be available to enhance their performance and work performance, acquire new material, and re-learn and reinforce their current knowledge and expertise. Practical training equips workers with knowledge pertinent to their jobs and helps them create workable habits (Charnov, 2000).

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The purpose of education is to leave a lasting imprint that extends beyond the school, paying particular attention to the execution of specific commitment and dedication measures that pique people's interest in returning to work with their new skills and ideas. Individuals and organisations can benefit from training to develop their talents. Usually, education entails introducing and mastering content material to enhance development and work ethic. Those two strategies, education and development, are frequently closely linked. Schooling may be a powerful way to broaden skills and know-how to save issues from bobbing up and may be an effective device in managing any competencies or workplaces amongst personnel. Improvement may be used to create answers to administrative centre troubles before they become an issue or a visible hassle (Kim, 1997).

Development improves one's ability to gain and maintain a new preferred status that profits both the organisation, society, and the larger world (Garavan, Costine, & Heraty 1995). The development of imaginative and prescient explores the modern environment and the modern-day state of affairs and allows people in the team, inside the department and as part of the organisation to locate powerful strategies for improving overall performance. In a few instances, there can be no "wrong" yet; the crew or supervisor may additionally clearly search for methods to construct ways to strengthen and upgrade current relationships and job performance. In some circumstances, there might be an unidentified irritation or challenge that has to be resolved. The development technique aims to identify concepts and options that will enable the team to function at a high level, providing a means of enacting and maintaining changes (Marmer, 1999).

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Training and development refer to organisations' genuine, continuous attempts to enhance employee productivity and performance through various instructional strategies and programmes. These programmes have a variety of uses in contemporary workplaces, from lifelong professional development to vocational training. Training and development have developed into an actual corporate activity, a crucial strategic element, and a well-known work with various perspectives and techniques. Organisations of all sizes are adopting "continuous learning" and other training and development components to promote employee development and recruit more competent workers. Building a corporate culture that promotes continuous learning and sustaining employee quality is now universally acknowledged as essential in assuring small businesses' permanent survival and progress (Marmer, 1999).

"Education" and "development" are frequently used interchangeably to refer to agency employees' general development and education. However, at the same time, as very carefully related, there are significant variations among terms that focus on the scope of the software. For example, education applications frequently have precise and measurable dreams, including using a piece device, know-how a procedure, or acting sure techniques with superb precision. Development programmes, however, are cognizant of an extensive range of abilities that paint in a ramification of contexts, including choice-making, leadership competencies, and aim setting (Jacob, 2003).

Objectives of Training

The training's purpose or goal is to build the organisational knowledge, abilities, and attitudes stated as necessary for the efficient performance of their jobs and to fulfil the company's goals and objectives in the most cost-effective

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manner possible. The primary goal of training is to work effectively (Tyson & York, 1989). Milkovich and Boudreau (1991) argue that training aims to identify gaps between desired or existing behaviours or outcomes, which are often training objectives.

Training is intended to motivate employees to acquire and use new skills, knowledge and attitudes. It often requires acknowledging this learning with pay and other rewards. Finally, training aims at preparing employees for future internal job opportunities. Due to some challenges and potential losses associated with any training programme, the value of training is usually overlooked. Training may interrupt or delay regular work, and the trainee's productivity may briefly decrease.

Types and Methods/Techniques of Training

Several ways can be employed to suit an institution's training demands and accomplish its aims. The following are a few of the widely popular techniques: On-the-Job Training (OJT) is another name for Job Instruction Training (JIT). It is delivered to employees while they are on the job and is mainly intended to instruct them on how to carry out their present job. This occurs when individuals are trained for their jobs under the close supervision of professionals. Trainees gain knowledge by witnessing experienced professionals at work and using the specific materials, humans or equipment required for the task, or a combination of all three. The experienced staff trainer is supposed to provide training and guidance while taking time away from their regular responsibilities to act as a positive role model (Cole, 1997). Job Rotation: Trainees may be rotated from one job to another to cross-train individuals in various positions. Employees or trainees are exposed to various

jobs and scenarios requiring decision-making. Trainees are assigned to various company parts for days, months, or even years. Individuals are rotated around numerous important departments or areas to expose them to environmental changes (Armstrong, 1992).

Classroom Training: This is conducted off the job. It is a practical approach to spread a significant amount of information quickly to many people, even if they do not know much about the subject (Ahuja, 1988; Wexley & Latham, 1981; Schuler& Jackson, 1996). Training and development, according to Dessler (2008), must include five steps:

Stage 1: Needs analysis - The trainer identifies the same job performance abilities necessary, evaluates the expertise of the prospective trainee, and then creates specific, quantifiable knowledge and performance targets based on any shortcomings.

Step 2: Instruction design - Designing the instructions workbooks, exercises, and other training programme materials are all chosen, assembled, and created by the trainer. Using off-the-job training, on-the-job training, and other techniques is possible.

Step 3: Validation -(optional) This stage endorses step 2, which involves a small representative audience test of the training programme.

Step 4: Implementation - This is the stage at which the training programme is implemented.

Step 5: Evaluation - Management examines the program's success or failure at this level.

Evaluating and explaining the basic principles of learning is crucial before looking at training methods. Learning is the means of obtaining knowledge,

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comprehension, abilities, and values that will enable you to fit into any setting, as previously mentioned and explained. It is the basis of all training and development programmes. Training programmes should combine many learning principles established, tried, and evaluated over the years to improve effective learning, permanent memorization, and the effective and efficient ability to apply abilities or factual knowledge received in training back to the workplace environment, Cascio (1992).

Professional training and consulting institutions that may have used methods such as experiential learning to train employees from multiple firms would make this much more accessible. However, whether or not any of these principles should be followed depends on whether trainees acquire abilities or learn facts. Therefore, the four fundamental factors must be included in a training and development programme that significantly emphasises applying learning principles to be more efficient in skills learning.

1. Goal Setting: What is anticipated to be accomplished during the training programme.

2. Behaviour modelling: In other words, the training programme must transform how people behave.

3. Practice: What actions trainees must perform both during training and once they are back at work after training.

4. Feedback: Methods for examining how the trainee's behaviour and performance have changed since leaving the training programme.

The preceding could be called experiential learning, andragogy, or HRD, instead of pedagogy. If learning facts is the main objective, as it is in the particular instance of recently appointed orientation, the second ingredient

in the four ingredients listed above changes from behaviour modelling to material meaning, although the first, third, and fourth ingredients stay the same and the experiential method or the pedagogical principle still certainly applies.

Organisations can train their staff using various strategies, specifically if internal training is conducted (on-the-job training). There are four groups of persons, according to Dessler (2008):

1. On-the-job

2. Off-the-job

3. Apprenticeship

4. Job rotation

According to Cascio (1992), new training techniques are developed annually, and whereas some are based on theories of learning or models of behavioural change, others are the consequence of technology rather than theoretical advancement.

Cascio further divides training techniques into three categories:

1. Presentation of information through many means, such as lectures, conferences, movement techniques, reading lists, closed-circuit television, behaviour modelling, and homework assignments.

2. Some simulation methodologies include case studies, role play, business games, and planned group activities.

3. Examples of on-the-job training are orientation, apprenticeships, work rotations, and understudy assignments.

Employee competency is divided into technical, management, and personality. The following objectives would therefore be attained by selecting

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methods for training that will enhance interpersonal skills (for teamwork and, most importantly, in a service business):

1. Encourage self and environmental awareness, that is, the capacity to understand how one's deeds influence others and how others view one.

2. Enhance employees' ability to make informed decisions and constructively resolve work-related issues.

3. Increase your desire to perform.

It is worth noting that all of the experts questioned, namely Ivancevich, Cascio, Beardwell & Holden, Dessler, and Cole, agree on the methodologies outlined thus far, although with minor variations in wording and emphasis. For a training approach to be practical, it must have the minimum requirements for effective learning. This implies that for training objectives, the following training procedures should be modified:

1. Encourage the trainee to do better (The motivating factor of the performance equation).

2. Explicitly demonstrate the talent attained after the training session.

3. Motivate learners to participate fully (experiential learning technique)

4. Permit trainees to put their knowledge to use.

5. Give the trainee prompt feedback on their efforts.

6. Be organised in a simple to complex manner.

7. Promote a smooth transition from training to work.

Aims and Objectives of Training and Development

Argyris (1971) asserts that the capacity of a company to attain the following objectives determines its efficiency:

1. To accomplish objectives

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2. To maintain global competitiveness

3. It is capacity to adapt to its surroundings

According to Monappa and Saiyadain, Bass (1969) highlighted three more elements that can call for training activities.

1. The organisation must adapt to growing industrialization to survive.

2. Expanding the number of workers and layers of hierarchy, as well as a range of sophisticated organisational structures and control mechanisms, need training and retraining from the shop floor to the top executive (development).

3. Human relations training has become essential to deal with human challenges and sustain harmonious workplace interactions.

The two authors make it straightforward for human resource development (HRD) personnel what the goals and aims of organisational training and development must be; specifically, they say that in order for organisational training and development to be resourceful, it should aim to accomplish the five (5) goals listed above, as well as other goals that may be present depending on the organisation's business and environmental circumstances.

Employee Training and Development

Training and development are deliberate, systematic, formal, ongoing efforts performed inside organisations to increase employee productivity and self-fulfilment through several educational techniques and programmes designed to raise people's level of proficiency (Nassazi, 2013). It is now widely acknowledged that a company's long-term survival and profitability depend on the quality of its employees and on ongoing training to improve

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their skills and productivity (Halawi & Haydar, 2018). It involves passing on fundamental skills, like programmed behaviour, so that people are familiar with the rules and processes that regulate their conduct to effectively complete their assignment (Vidal-Salazar, Hurtardo-Torres, & Mathis-Reche, 2012).

Because training boosts the productivity of individuals, teams, and organisations, it concentrates on developing the abilities needed to attain organisational objectives (Jehanzeb & Bashir, 2013; Elnaga & Imran, 2013). More importantly, training allows us to address personnel weaknesses; maximum personnel have some weaknesses in their paintings, which hinders them from offering quality offerings. Training helps to get rid of weaknesses by using strengthening staff skills. Nicely-deliberate training software allows personnel to gather the same competencies and knowledge and attain a higher level of compatibility, which means all employees are straightforward, so a corporation does not have to depend on unique personnel (Sexena & Srivastava, 2015).

A well-trained worker has learned a great deal about the workings of various jobs. Their self-esteem is growing. Employees' self-confidence stems from their understanding of their duties and responsibilities. It makes it possible for the individual to complete duties more effectively and to develop new ideas for use in their regular employment (Sexena & Srivastava, 2015). Although training can be regarded as acquiring additional skills and abilities for self-improvement, it can also be considered as a broader notion, commonly known as training and development, implying a holistic, permanent development of people to undertake future responsibilities and duties (Jehanzeb & Bashir, 2013; Nassazi, 2013).

Employee Training and Development in The Context of Organisations

Organisations seek differentiated programmes, services, capabilities, and products to succeed. Skilled people must imagine, design, implement, and maintain such features. Employee training enables employees to acquire and expand their knowledge and abilities. Employee training, in other words, is an essential source of employee competencies (Vidal-Salazar, Hurtardo-Torres, & Mathis-Reche, 2012). Companies spend over $126 billion annually on staff training (Jehanzeb & Bashir, 2013), even though it can be a tremendous challenge for several executives. This is done so that workers can positively influence organisational outcomes due to their efforts.

According to research, direct training cost per staff has grown over the past three years. Organisations, for instance, invested $1,208 in 2014 (Miller, Ho, Frankel, Jones, & Bello, 2014); $1,229 in 2015 (Ho, Miller, Jones, & Bello, 2015); and $1,252 in 2016 (Miller, Ho, Frankel, Jones, & Bello, 2016; Ho, Jones, Julien, & Body, 2016). This expenditure on employee training and development includes mandatory compliance, management, supervisory, executive development, customer service, sales, interpersonal skills, and other subject areas.

According to employee training initiatives, businesses emphasise individuals willing to take on additional responsibilities than only high-potential employees. However, according to Jehanzeb and Bashir (2013), an emotional agreement is required to fulfil these expectations, which means that the organisation and personnel would collaborate to achieve long-term commitment through chances for professional development and training.

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Training and Development Policy

Policies are designed to offer pointers for motion and restriction choice-making, what to do in certain situations and a way to cope with particular wishes and problems, (Armstrong & Stephens ,2005). Policies are consequently being put in regions that include advertising, finance, labour, and hard work. In the case of hard work, there can be regulations concerning education and development, employment and choice and income control and compensation, to call some. Organisational rules (employee guidelines) are either legally defined in the guide or informally defined as areas that have evolved through time from traditional cultures and practices. However, all significant policy statements must be clearly defined inside the manual to minimise misunderstanding. This will allow managers, supervisors, and leaders of the union or organisation to gain more knowledge about key policies and how to understand them. Without written policies, senior management must once more state them. The time wasted attending to that might be spent on critical issues with legally formulated principles in a manual, and the misunderstanding that can occur with oral traditions might be avoided. Again, the researcher thinks there is a critical need for regulations to be more officially expressed in manuals to minimise ambiguity, promote consistency, and promote fairness because employees and the administration and leadership of unions and organisations come and go.

An explanation of management's overarching goals and philosophy for creating a sense of mutual interest with its staff to create excellent cooperation typically comes first in a policy document. As stated by Mullins (2007), a training and development policy must include the following components:

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1. The notion is that ongoing training (and staff retraining) is customary.

2. The idea that training will be a lifelong commitment (would happen as long as the person maintains employment in the company or firm).

3. An understanding of the necessity to train for new abilities, replace obsolete skills, and update existing expertise.

4. Multi skilling is necessary to deal with change. Multi-skilling is the latest paradigm shift for prospective workers in the current labour market. This is because the management of businesses is attempting to reduce costs in the number of hired workers due to the rise in the expenditure of conducting business, whereas profit is dropping. While creating policies is a process meant for accomplishing a company's or firm's aims, it is also the statement of the corporate philosophy of the organisation.

Policy is defined by Monappa and Saiyadain (2008) in three separate competitions:

1. When a department or unit implements a policy, those are the fundamental rules that should be followed to attain the desired goals. In other words, the policy acts as a blueprint for making choices, like what to do when particular circumstances arise.

2. Those regulations serve as checkpoints to prevent managers from taking unwanted actions or managing situations improperly.

3. When standardized decisions must be made, or when the same situation is constantly faced, policy standards can be utilised to rationalise decision-making.

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As mentioned above, policy statements provide direction for action and help achieve equity or parity among a company's staff.

This idea was conveyed by Asare-Bediako in 2008 when he defined policy as a roadmap for members of an organisation's decisions and actions. The basis for all of the organisation's members is set by the policies, which are directives the top management gives. They train staff members on how to act in various situations or circumstances.

Because of these factors, every company must have a human resources management policy. For example, in the case that a team member performs poorly, this would enable supervisors to decide whether to suggest training for them or not. Once more, if the entire company adopts this approach, management will profit from principles like (a) control, (b) consistency, (c) uniformity, and (d) fairness (ibid). A training policy, which outlines the regulations and procedures that control and influence the scope of training and development, demonstrates the management's commitment to training and development in an organisation like a university.

Organisational training policies highlight to their members the following:

1. The organisation's strategy for training initiatives and standards for creating and carrying out training. Additionally, it would provide workers with training and development-related information.

2. Since resources are limited, it is essential to identify training priority areas and prioritise them according to industry needs.

3. It would express the organisation's aims for members' career development and provide opportunities for members to advance their careers through training.

Employee Performance Conceptualised

An individual's output about the procedure, the outcomes, the significance, and the achievement is their performance (Nassazi, 2013). Arinanye (2015) identifies quality, attendance, productivity, efficiency, and effectiveness as the main predictors of success. Either the total effectiveness of work is evaluated in comparison to pre-determined accuracy, expense, and speed requirements, or it is the strategic approach to enhancing organisational efficiency through enhancing personnel productivity.

Employee Training and Development, and Performance Nexus

Researchers have known for a while that HC, specifically human education and training, has a crucial influence on running energy and ecologically-friendly systems (Becker, 1993; Mincer, 1974; Schultz, 1961). Many current education and development books have discovered desirable relationships with each of them (Bapna, Langer, Mehra, Gopal, & Gupta, 2013; Jones, Kalmi, & Kauhanen, 2012) and working at an intense level (Georgiadis & Pitelis, 2016; Vidal-Salazar et al., 2012). in particular, on employee degree, studies have examined the impact of schooling on worker pay (Jones et al., 2012), worker productiveness (Jones et al., 2012), worker performance (Bapna et al., 2013; Hee & Jing, 2018), blessings labour (Koster, De Grip, & Foura, 2011), activity pleasure (Schmidt, 2007), worker attitudes (Truitt, 2011), employee empowerment (Jun, Cai, & Shin, 2006), co-operation (Jun et al., 2006) and commitment (Vidal-Salazar et al., 2012).

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The research studies listed above are not complete; it is intended to serve as a model to spotlight the multiplicity of topics that study the connection between schooling and improvement and the results of every stage. With a maximum of the guides outlined above, HC funding in schooling tends to enhance the results on the listing. Therefore, there is robust assistance in the literature that shows that personnel training (preferred and direct) improves outcomes for every stage, as cautioned using Becker (1964). Studies have shown blended outcomes in Becker's view of popular and solid schooling. For example, Becker (1964) suggested that corporations stop paying for regular training since it would encourage emigration.

Furthermore, Benson, Finegold, and Mohrman (2004) discovered that, unlike bachelor's levels, after employees attained their stages (popular abilities), they had more options to leave the business. However, Koster et al. (2011) and Fallon and Rice (2015) found that employees viewed investing in preferred skills as a significant investment in their professional development and had little impact on their hobbies. Similarly, numerous studies have found that investing in broad education has an actual organisational cost and, in some instances, may substantially influence worker outcomes (such as income and overall task performance) more than regular training in specific industries and situations. In the Indian data era field, for instance, Bapna et al. (2013) concluded that standardised training significantly affected total worker performance compared to direct schooling. Specifically, the authors pointed out that taking a single extra education course boosts average employee performance by 2.14 %.

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Effectiveness of Training and Development for Staff Performance

Formal training and development programmes can lead to certain possible benefits in terms of improved overall performance in commercial enterprises. For instance, education enables businesses to establish good replacement pools for employees who may quit or be promoted to senior roles. It also aids in ensuring that businesses have the necessary workforce to steer their development and boom. Similarly, education can help a small firm use advanced technology and adjust to a challenging environment that is changing quickly. Finally, training can raise employee motivation and efficiency, leading to higher output and a more fulfilling work environment. These benefits will probably affect someone's financial security and well-being directly. (Ambler, 2006).

Robust education and improvement start with the strategies and targets of a small enterprise. Every training technique must be planned earlier with the enterprise's precise desires. When creating a training strategy, looking at the organisation's clients, rivals, strengths and limitations, and all pertinent market or social traits could be beneficial. The next stage is to utilise these data to determine the areas of education the organisation as groups need. It may also be beneficial to do inner audits to locate common regions that would benefit from education or to finish a listing of capabilities to decide the kinds of capabilities that employees have and the sorts they will need within the destiny. Each one-of-a-kind job within the organisation ought to be separated from task-by-task to aid decide the content material of the education software (Schwartz, 2000).

Researchers have depended on participant comments to assess training effectiveness (Baker & Titus, 1982; Heppner & Reeder, 1984; Pfaff, 1981; Pritchett, Clay, & Nichols, 1984; Twale & Muse, 1996; Upcraft & Pilate, 1982). Other previously employed initiatives include task performance within the perspective of training programmes (Baker & Titus, 1982; Forney, 1986), follow-up questions created to ascertain students' post-test emotional states or their capacity to utilize the programme content to similar thinking scenarios (Winston & Buckner, 1984), experience in the workplace, and others (Schuh, Stage, & Westfall, 1991). However, except for the single research by Upcraft and Pilate (1982) that used performance measurements as an objective, there is not much or any published research on the influence of training on actual task performance.

Importance of Training and Development on Staff Performance

Many companies take training into account when considering promotions and individual promotions. However, some employees are hesitant to take part in training, even though many employees place a high value on managers who invest in training and development. Through training and development, more than simply knowledge is made available. It provides an additional opportunity for dialogue and learning from others' experiences. Therefore, justifications for why a person did not take the training are prevalent (Choo, 2007).

Internal and external training sessions are the two most typical types of training in a firm. When a human resource or training department organises training, it usually uses senior staff or other talented department members as resource people (Bowley, 2007). Conversely, external training is typically

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organised by training institutions or supervisors outside the organisation. Whatever type of training is provided, it is critical for all employees and aids in creating a positive work atmosphere and preparing employees for significant difficulties (DeCenzo, 1998).

Although the applications of education and development are as varied as the features and abilities needed by a business, a few standard schooling programmes stand out, including technical education, financial education, clerical education, computer education, communications education, organisational development, career development, supervisory development, and management development (Mondy, 1990).

Each employee needs ongoing education and improvement to work correctly, according to Adeniyi (1995). Employee growth, training, and development yield significant benefits for the company in terms of improved productivity, knowledge, integrity, and dedication to the company's chosen growth. The significance of staff education and development cannot be overstated. Some reasons for firms continuing to educate and develop their employees can still be deduced. Some of the causes behind this are as follows:

1. When a need occurs as a consequence of performance review results.

2. As a component of a long-term plan for professional growth.

3. To support an employee in advancing to a new position within the organisation as part of succession planning.

4. To introduce and embed new technology into the system.

5. Due to the fast-paced nature of business and technological development.

6. The benefits of training outweigh the total expenditure of training.

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According to Ahuja (1988), the following advantages exist:

i.   It enables employees to get more familiar with their jobs and to improve their knowledge, abilities, and attitudes;

ii.   It aids in the reduction of learning time. That is, newly hired individuals are productive in a short period.

iii.   To do their tasks effectively, experienced staff must be updated and given access to new methods, techniques, machinery, and equipment;

iv.   With proper training for the employees, the responsibility of supervision is reduced;

v.   Training can spot promising and competent employees to take up new skills. It is also an avenue for selecting employees for promotion to more responsible jobs;

vi.   Training helps management to manage in a better way. Trained employees assist in improving planning, organizing, controlling and mobilizing both human and material resources for efficiency; and

vii.   Training increases the stability and flexibility of organisations.

Impact of Training and Development on Staff Performance

According to Mullins (2007), training and development help to enhance knowledge and abilities while also altering the trainee's perspective. Training consequently emerges as one of the most significant possible motivators, and training and development programmes offer the following advantages:

1.   It increases employees' commitment and confidence.

2.   It enhances their duties and offers them the recognition they want, which can result in a wage increase and a promotion. This is particularly true in enterprises where performance reviews determine

salary increases and promotions.

3. A sense of personal accomplishment and fulfilment goes hand in hand with confidence. This could open up more prospects for advancement in your work.

4. Staff availability, quality, and skills improve due to training and development.

According to Cole (2004), systematic training and development benefits organisations by providing:

a. The company with a group of skilled workers;

b. A stronger commitment from employees

c. Improved customer service

d. A rise in total productivity as a result of improved job performance.

A decrease in the need to supervise workers or subordinates, which frees managers to focus on other elements of their departments, increases job satisfaction and decreases staff turnover, as well as scrap and wastage, are some additional advantages of training and development.

Unemployment: Individual training provides an advantage over data at the aggregate level regarding unemployment. The average unemployment rate was lower for those who received training in the previous two years than those who did not (Noe, 2001). The idea is that while training might not be related to reduced unemployment rates generally, it may be related to a lower chance of unemployment for an individual, suggesting that some job displacement may happen. Potential displacement effects can affect the risk of, and the extent to which, advantages enjoyed by individuals upgrading their abilities are shared with those who do not participate in training, as well as the

employment prospects of those who do. As a result, lifelong learning programmes can help these individuals perform better on the job market and can be used as part of a more comprehensive strategy to break the cycle of unemployment if they are appropriately targeted at specific groups.

Impact on Wages: The influence of training on earnings varies widely across Europe, from practically 0% to about 5% in Portugal. Only young or highly educated individuals experience wage growth due to training. Women appear to have lesser wage increases following training than men. If better abilities earned through training are transferrable between professions and employers, this is a crucial point to consider when considering future salary increases. Other research has found that, based on training history, salaries may rise following a job change.

Impact on Employment Security: Training positively affects how people perceive their employment security; training from a former job has a more considerable influence. The influence of training is particularly significant for older and less educated people.

Employees who have previously acquired education or training are unlikely to be fired and are more likely to quit their positions for better chances. Training increases the likelihood that an employee will be hired long-term. Without high school graduation, it is impossible to stress how necessary training is for employees. The likelihood of a successful training outcome is significantly lower for females than for males (Laird, 1985). Training prior to a job loss has been shown to shorten unemployment time and increase the likelihood of re-employment—the chances of finding another employment increase when training gives transferrable skills. Personnel who undergo

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training or education in the year before departing their workplace are very likely to find new employment two years later than their untrained colleagues. When it comes to employees with less education, this effect is increased.

Emery (2000) defined positive training and development as a framework for aiding staff in enhancing their individual and organisational potential. All aspects of human resource development aim to build the best labour force possible for the company and each employee to succeed in their professional endeavours and deliver top-notch customer service.

All workers aspire to be valuable and competitive in the labour market always, according to Daft (1983). Only through staff training and development can this be possible. Staff motivation and retention will rise due to workers' ongoing desire to learn new skills that will improve their professions. Undoubtedly, well-trained and developed personnel would be a valuable addition to the company, boosting their efficiency in performing their duties (Daft 1983).

Training Needs Analysis

Training should be geared toward achieving organisational goals, such as more efficient production methods, higher product or service quality, or lower operating costs. Therefore, funding should only be given to training programmes that contribute to attaining organisational objectives.

Organisations should examine the specific training activities required and the resources they need to give successful training to improve the quality of science or goods, grow their activities, or introduce new services for the business community. This necessitates a thorough and methodical examination of training requirements, sometimes known as a needs assessment.

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A training capacity "audit" or needs assessment, according to Malek (1993), is a good instrument for such an exercise. This assessment form details the organisation's current training plans and activities. Organisation, task, and person analyses are included in the review (McGehee & Thayer, 1961).

The three analyses answer the following questions: Where is training required in the organisation? What does a trainee need to know to do their work well? Who should receive training, and what sort of training?

The three analyses take a lot of time and effort to do correctly. However, the assessment or analysis can assist the organisation in determining its training potential and the need for additional programme development. Aside from that, if the evaluation is conducted regularly, it can be used to systematically adapt the institution's or organisation's training approach to changing business conditions. Again, a training needs assessment or review looks at the institution's future by analysing its strengths, limitations, and prospects for better capacity development.

Their strategies evaluated the knowledge, abilities, and attitudes required to enhance the quality of services offered by organisations.

Melek (1993) proposed five elements for a training needs assessment. These are:

i.   The interest commitment of the organisation to training and its sustainability for the task.

ii.   The organisation's training objectives and activities

iii.   The human and other resources available to the organisation to conduct training.

iv.   Internal linkages of the training activities; and

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   v.   The organisation's potential for development and requirements for such

           a development.

Armstrong (1992) also has proposed five strategies for the approach to Human

Resource Development. These approaches are to:

   i.   Determine and specify training needs;

   ii.   Define the training programme or course's objectives.

   iii.   Develop a training programme and ensure that it satisfies the needs and

           objectives by combining the appropriate training techniques and

           setting;

   iv.   Determine who will deliver the training, either internally or externally;

           and

   v.   Carry out the training by ensuring that the best approaches are

           employed.

           According to Milkovich and Boudreau (1991), there are three (3)

significant stages in developing, implementing and evaluating or assessing

training activities: needs assessment, training and development, and

evaluation. A training need is a gap between current and changing or intended

circumstances. For example, the circumstances could be stated in terms of

performance, situations, and proficiency (knowledge, abilities, and

behaviours). As a result, a needs assessment assesses and evaluates the

disparity between the actual condition and the desired set of circumstances

(Archambault, 1957; Atwood & Ellis, 1971).

           Training Needs assessment involves examining goals at the levels of

the organisation, the job (task), knowledge (thinking), skills (doing or ability)

and attitudes and personal or individual needs. Needs assessment identifies

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specific problem areas in an organisation so that appropriate training will be directed to those organisational problems. The procedure finds gaps that can be turned into instructional goals.

Training and development are the next steps. The objectives are utilised to choose and construct the educational programme at this stage. That is the training topic, the methodology to be employed, the teaching and learning materials, the duration, and the training programmes atmosphere.

Training should be organised for the type of job that one enjoys and is capable of performing well. The effectiveness of training work is improved by careful screening of candidates for training work. It is preferable to engage all supervisors and other staff regarded as appropriate for promotion to supervisory positions in supervisory training. Evaluating human resource plans and programmes is crucial for establishing the efficacy of human resource planning and highlighting the importance of both human resource activities and the human resource department within the organisation. The process of evaluation consists of the following five steps:

a. Collection of data using six basic data collection techniques.

b. Arranging and analysing the data.

c. Interpreting and concluding the data.

d. Comparing the conclusions to the stated objectives.

e. Recording the recommendations for changes in the following programme or training.

Aside from that, the success of a training programme can be assessed using reaction, learning, behaviour, and results criteria. Practical evaluation or

measurement of performance after training at the workplace has these four areas interwoven:

a. Outlining strategic company objectives

b. Identification of major organisational activities.

c. Setting training objectives

d. Defining clear training objectives and a means of measuring these objectives.

Designing an Effective Training Programme

According to Ahuja (1998), the following principles should be known, understood, and used to build an effective training programme. The first step is to identify training needs or goals, which involves thoroughly understanding the knowledge, abilities, and attitudes that learners should gain or imbibe during their training. The next concept entails selecting and preparing a group of workers or trainees who need training while considering their backgrounds. The third principle is organising training sessions according to appropriate learning theory, considering the goals of the organisation, the group, and the individual and the nature of the knowledge, abilities, and behaviours that need to be learned.

The preparation of the instructions is the fourth principle. This includes the content, transmitting knowledge, abilities, and behaviours to trainees, and selecting appropriate teaching and learning materials. The final principle is to evaluate the training outcome using a scientifically defined evaluation scheme. This evaluation should include observing learners on the job for some time after the training and determining if the observed improvements are attributable to the training efforts.

Apart from training, Odoi (1993) stated that deep loyalty to the organisation one belongs to is one of the most relevant elements in any organisation's effort to get the best out of its workers to secure its success and development. This is because no matter how skilful, gifted and hardworking an employee is, maybe if the individual is not loyal to the organisation he or she is serving, his or her contributions will eventually come to nought.

According to Boella (1996), training alone cannot resolve all the difficulties that organisations, institutions, and companies face. Other factors, such as expansion and improving standards like customer relationships, also solve some of the organisation's problems. However, again Boella (1996) has identified some valuable signs that might warrant training. These include failure to meet targets, unsatisfied consumers, sluggish service, high labour turnover, low morale, departmental conflict, and a lack of readiness to adapt to change.

Empirical Review

A study by Diamantidis and Chatzoglou (2014) was conducted in Greece to investigate the medium- to long-term effects of training programmes on businesses. The research used an integrated research model that brought together the essential factors in the literature on training transfer and the relation between training transfer and operational performance. Training design, learner self-efficacy, and workplace environment were transfer variables. The respondents in the research are well-educated (64.2 per cent are college graduates) and have a significant amount of professional experience (~10 years). Furthermore, administrative personnel account for 38.8% of the trainees, while technical and support professionals account for 19% and

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42.2%, respectively. Most of the trainees (95.2%) are full-time workers, and (73.8%) of the trainees had taken part in two training programmes in the three years (2006-2008) prior to this research. Data from 126 workers who participated in various training programmes in several Greek organisations were analysed using structural equation modelling to assess the model's validity.

For data collection, a systematic questionnaire was created and employed. The questionnaire is broken into two sections and measures six constructs. The first section contains questions that assess the correspondent's and firm's general characteristics. In contrast, the questions in the second section assess each of the research model's constructs, including the design of the training programme to enable content transfer (transfer design), trainees' self-efficacy, job environment feedback requirements, post-training employee job-related behaviour (post-training behaviour), training content application (training transfer), and employee performance (training results). On a Likert scale of one (totally disagree) to five (agree), each of the 43 items was rated. Employees were requested to complete the questionnaire if they had participated in at least one training programme in the previous three years. This backs up the conclusions of other studies that claim participants are the best assessors of a training program's effectiveness (Hale, 2002; Holgado-Tello et al., 2006; Kirkpatrick & Kirkpatrick, 2008; Velada et al., 2007). Additionally, each participating company had initiated at least one training initiative within the year preceding the study's conduct (2009).

A pre-testing questionnaire was used to determine the sample's content validity (Zikmund, 2003). During this procedure, the researchers spoke with

several expert employee trainers, training directors, and academics to see any flaws or if the questionnaire's content needed to be changed. The suggested changes were then integrated into the questionnaire, and pilot testing began. A small sample of staff members who had previously finished a training programme (20 in all, working for the organisations that accepted to partake in the research) was provided with the revised questionnaire. As stated by the pilot testing methodology, they were required to remark on the instructions for the study questionnaire and to draw attention to any errors or unclear language in the items.

Several phrase adjustments were also made to guarantee that the original material was accurately translated into the Greek target language. The translated questionnaire was also validated using back translation (Francis et al., 2004). In order to assure consistency with the original edition, the questionnaire is retranslated into its initial language. Additionally, the phrasing of the questions was changed a little prior to the final form being prepared in response to the suggestions and instructions of the pre-test process respondents.

The researchers then got in touch with some senior executives from the 100 companies (which were medium-sized, having 50–250 workers across different industries), which had put in place staff training programmes a year prior, requesting permission to send the questionnaire to workers in the programmes.

The researcher directly got in touch with senior executives of the 100 organisations to explain the study approach in verifying that there were no biases (e.g., via business meetings, phone conversations, Skype, and emails).

Additionally, the researchers instructed the executives to only give out the questionnaire to employees who had completed an EU-funded training session at least a year prior. One person from the research team was available while executives handed out the questionnaires to the workers so they could advise them on how to respond to specific questions.

A total of 600 questionnaires were sent, with 148 workers agreeing to participate in the study. However, only 134 people (or 22.33 per cent) completed and submitted the questionnaires successfully, and only 126 (out of 29 companies) did so. The trainees were employed by various companies and had attended various training programmes (with different trainers and content). External organisations administered every training programme.

The researchers took the following measures to determine who had executed at least one training programme. To begin, the researchers identified firms that give training to businesses and then used that information to identify businesses that have adopted training programmes. The next step was to ask these companies if they would be interested in participating in the study. A hundred of the companies contacted said they would be willing to participate.

A pre-testing process questionnaire was used to assess the sample's content validity. In addition, a structured questionnaire was developed and utilised for data collection. The findings showed that the elements that significantly affect post-training job performance were the design of a training programme, trainees' self-efficacy, and post-training behaviour (Diamantidis & Chatzoglou, 2014). However, the author's contribution to literature was limited to the design of training programmes. Furthermore, due to

geographical variances, the findings may not apply to countries in Sub-Saharan Africa.

Atieno and Orwa (2015) examined how employee salary and training affected performance at Union Des Assurance De Paris Insurance (UAP) in Nairobi, Kenya. The study's objectives included identifying the performance differences between negative and positive reinforcement among UAP Insurance sales personnel in Nairobi, the performance differences between untrained and trained sales personnel in UAP Insurance in Nairobi, the combined effect of incentives and training on performance among UAP Insurance sales personnel in Nairobi, and making recommendations due to the study's results.

The study used one dependent variable, performance, two independent variables, training and incentives, and one moderator variable, work satisfaction. The 160 Sales Representatives of UAP Insurance in Nairobi, who make up the company's current entire workforce, comprised the research sample. A total of 30 sales agents were picked at random. Questionnaires, as well as observation, were utilised to explain each of the research's factors. A team of specialists validated these instruments, and a pilot study verified their dependability (Atieno & Orwa, 2015).

The researchers employed a combination of research approaches to examine employee performance at UAP Insurance Company organisations. This chapter discusses the reliability and validity of the research instruments, along with the methods and sources used to collect the data (Creswell, 2006). The research predominantly employed a quantitative approach while addressing business research ethics, adhering to standard recognised business

research procedures, and considering business research ethics. Nevertheless, a portion of the study adopted a qualitative approach because of the nature of this topic. A mixed methods approach combines qualitative and quantitative methodologies in one study. Because both qualitative and quantitative methodologies are effective, the researcher can perform a thorough and credible investigation.

Furthermore, the hybrid research strategy will maximise pragmatism. Practicality, objectivity and subjectivity, prejudice and unbiased are all terms used to describe pragmatism. By using a variety of mixed methods instruments, like questionnaires and interviews, the study would be able to gather all the required data to draw the appropriate inferences. Furthermore, mixed research methodologies will be employed in this study by combining qualitative and quantitative research methods to comprehend better turnover intentions and performance UAP (Creswell, 2012). Ten individuals were asked to complete questionnaires and semi-structured interviews in this study. The researcher gathered qualitative data on the research issue due to the interviews. In this study, the priority given to questionnaires and semi-structured interviews was to ensure that their benefits were fully utilised. The study's dependability was significantly increased as a result of this. By relying on interviews, probing allowed the researcher to gather more important details for the investigation.

Furthermore, face-to-face interviews allowed the investigator to examine the respondents' facial expressions and get additional insights for the study. Through the direct contact made in the interviews, the research also increased the severity with which the respondents took the study. Indeed,

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interviews improved the flexibility of direction, language, and interview question sequence. In addition, questionnaires were employed to increase the conclusions' reliability. On these questionnaires, there were both open-ended and closed-ended questions. For specific purposes, the researcher employed questionnaires in this study. The researcher could quickly get all the data needed from the participants by utilising questionnaires. Furthermore, the researcher saved significant money while studying (Denzin & Lincoln, 2010).

There were issues with employee training at UAP Insurance. These issues included a lack of skilled individuals at all levels, a lack of adequate communication between management and staff, a lack of an efficient organisational structure, inadequate administration and reward systems, disrupted internal management systems, and a lack of comprehension of the organisation's direction. The study advised that UAP Insurance's Nairobi branch management put measures to improve employee training, as it significantly impacts job performance (Atieno & Orwa, 2015). However, despite the study's contributions, it was limited to the banking industry.

In the Mpumalanga Province of South Africa, Nkosi (2015) looked into how training affected staff commitment, performance and retention at a Local Municipality. Using the convenience sample method, 130 workers were chosen and participated in the survey. A questionnaire with a Likert scale format was utilised to collect data on staff commitment, performance and retention, and performance. To analyse the data, the SPSS statistical tool was employed. The results of the data analysis were a 0.813 Cronbach's alpha and a 0.865 Keiser-Meyer-Olkin. The local municipality under study found that training significantly affects employee commitment, retention, and

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performance improvement using multiple regression analysis using the ordinary least squares regression technique. However, despite the contributions made by the researcher, the study was limited in its adoption of a convenience sampling technique (a non-probability sampling method) for quantitative research. Furthermore, the researcher disregarded the educational sector.

Tahir et al. (2014) used data from the United Bank Limited in Peshawar City to investigate the influence of training and development on staff performance and productivity. The study's main objective was to determine if employee training and development affected their output and performance. The research was conducted quantitatively. The primary sources used to compile the study's data were surveys and questionnaires. For the study, eight combined banks were chosen. For data collection, 80 questionnaires were issued.

To ensure the questionnaire's reliability and consistency, descriptive statistical methods from SPSS were used. The purpose was to see if training and development affected staff productivity and performance. Pearson correlation was used in this study, and Cronbach Alpha was calculated for each questionnaire. The findings revealed that training and development considerably influenced employee performance and productivity (Tahir et al., 2014). However, because the research was limited to the banking industry, the findings may not apply to the education sector, which is a vital part of every economy. In Pakistan, Athar and Shah (2015) looked into the influence of training on staff performance in the Karachi banking sector. The study's goal was to discover what elements influence training in Karachi banks and how

they influence staff performance. The research examined how training needs were determined, how successful bank training approaches are and how they affect staff performance. An examination of the literature revealed that training was one of the critical elements in assisting workers in gaining knowledge and motivating and satisfying them. As a result, employees' skills and abilities were improved through training. In addition, training, along with other elements, aided the development of employee performance.

The training framework was created to meet the organisation's strategic goals. Data was gathered from Karachi banks. The researcher employed a random sample technique to collect responses from 100 employees via a questionnaire. The regression and correlation techniques were utilised to conduct the analysis. The research conclusions showed that training variables positively influenced staff performance in Karachi banks. According to the findings, training impacts staff performance in Karachi banks (Athar & Shah, 2015). However, despite the study's merits, it failed to consider the education sector.

In a different Pakistani study, Hafeez and Akbar (2015) explored the effect of training on staff performance using data from pharmaceutical firms in Karachi. The study included a brief assessment of the literature on the significance of training in raising staff performance. Four different pharmaceutical companies were chosen in total. A self-administered questionnaire and a random sampling technique were utilised to survey 356 employees, with a response rate of 96%. Two hypotheses were created, which are closely related to the research issues. For reliability, descriptive, correlation, and regression analyses, SPSS 19 was employed. The analysis

discovered a strong positive correlation between training and staff performance, indicating that an individual's level of performance will increase with the amount of training they receive. However, the study's relevance was limited to pharmaceutical companies.

Sexena and Srivastava's (2015) research in India aimed to assess employee engagement in the manufacturing industry and the associations between employee engagement, organisational performance, and attrition reduction. A total of 50 HR managers, 600 blue-collar workers, and 600 white-collar workers from various manufacturing firms in Gujarat and Maharashtra were randomly selected. The study discovered that HR policies on training and development, remuneration and benefits, and career advancement correlate substantially with employee engagement. In addition, employee loyalty, lower turnover, and improved performance and productivity are the benefits.

The research resulted in developing a model that will aid in executing an engagement strategy to improve performance and retention. The study focused on white-collar and blue-collar workers' more profound knowledge at all levels (Sexena & Srivastava, 2015). However, despite the study's contributions, it was limited to manufacturing firms; therefore, the findings and conclusions may not apply to other economic areas, particularly education. Moreover, the study neglected to consider employee training and employee performance nexus.

Another study by Dhar (2015) looked into workers' attitudes in Indian hotels that cater to tourists. The impact of such training on guest service was also examined, along with how they perceived the possibility of training.

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Using an integrated model mediated by organisational commitment, the relationship between perceived training accessibility, perceived support, reported benefits, and implications on service quality were investigated.

To establish this link, structural equation modelling used a population of 494 workers to examine the responses of staff employed in small and medium-sized tourist hotels in Uttarakhand, India. The study's findings strongly link employee training and hotel workers' service quality (Dhar, 2015). However, the education community, an equally essential sector to every economy, cannot be covered by the study's findings because it was restricted to small and medium-sized hotels.

Khalaf et al. (2016) studied how practical training affected hotel staff members' performance. The study's objectives were to examine the standards for successful training in five-star hotels and ascertain the impacts of good training on the staff's knowledge, abilities, productivity, and cost savings. The most prevalent technique for gathering data was through questionnaires. Both closed-ended and open-ended questions were employed. For example, all five-star hotels in Egypt's Greater Cairo were given 400 questionnaires to distribute to their staff and managers.

A total of 290 questionnaires were returned in the response. The results indicate that successful training has a considerable impact on hotel personnel performance, productivity, as well as cost savings. Hotel executives and human resource specialists highlighted the value of training programmes by highlighting their advantages to the hotel's success using the study's findings. For instance, training has been shown to increase customer happiness and service consistency as well as employee morale, productivity, contentment,

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and retention (Khalaf et al., 2016). However, the study did not include the effect of training and development on worker performance in the educational sector.

In Pakistan's banking industry, Chaudhry et al. (2017) explored the effects of the working environment and training & development on organisational performance. The researchers adopted a deductive approach with a cross-sectional research design and a self-completion survey instrument. The approach was employed to get information from 300 people. The Structure Equation Modeling (SEM) technique was used for analysis and result creation. It has been found that job satisfaction and staff engagement mediate between the workplace, training and development and organisational performance. In order to build a solid connection between organisational success and employee satisfaction, workplace conditions, training and development, staff engagement, and job satisfaction seems to be valuable factors. However, the research was limited to the banking industry. Furthermore, the study did not take into account employee performance.

Ahmad and Manzoor conducted another study in Pakistan in 2017, concentrating on the impact of teamwork, staff empowerment, and training on staff performance in the telecom industry in Islamabad. One hundred fifty questionnaires were distributed to the staff of Ufone, Telenor, and Mobilink in Islamabad, Pakistan, to gather data for the research. The given data was examined using SPSS and multiple linear regression. The findings show that teamwork has a significant favourable influence on employee performance.

According to the research, employee empowerment has a significant favourable influence on staff performance. Furthermore, according to the

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findings, training considerably positively influences staff performance. As a result, it was recommended that every organisation use such practices to increase overall production and obtain a competitive advantage (Ahmad & Manzoor, 2017). However, the research neglected to consider the influence of training on staff performance in the education community.

Research on the impact of HRM practises on worker performance in the manufacturing industry was undertaken by Hee and Jing (2018) in Malaysia. The writers focused on the relationship between worker productivity and HRM practises (work-life policies, training and development, performance appraisal and compensation and benefits). Using a questionnaire, a manufacturing company's 161 employees in Johor, Malaysia, were polled. The findings of the multiple regression analysis showed that there exists a significant link between staff performance and performance evaluation as well as training and development. Training and development, followed by performance appraisal, were the most critical factors influencing employee performance favourably. Employee performance was found to be unaffected by compensation and benefits, as well as work-life policies. Despite the study's contributions, it was restricted to manufacturing enterprises; thus, the conclusions may not apply to different areas of the economy, particularly education.

Kimani's project for the year 2019 was "Investigation of the Impact of Training and Development on Employee Performance: A Case Study of BETA Insurance Company, Kenya." This research's objective was to investigate the impact of training and development on staff performance, utilising the Beta Insurance Company in Kenya as a case study. The research

goals were to find out about Beta Insurance Company's existing training and development programmes, evaluate the effect of training on the company's performance, and make recommendations to Beta Insurance Company, Kenya.

Methodologically, the research employed the descriptive research design as the primary study design. The researchers employed a stratified selection approach to choose all 45 staff members for the study. Face-to-face questionnaire interviews with closed-ended questions were utilised to collect quantitative data for this investigation. In addition, a questionnaire with open-ended questions was utilised to acquire qualitative data for this investigation. To answer the study's precise aims, the researchers employed a mixed research strategy that included quantitative and qualitative methods. Kenya's Beta Insurance Company's workforce served as this inquiry's target population. Forty-five people were working in the Kenyan office. The current study made use of semi-structured interview questionnaires as its research tool for data collecting. In addition, descriptive and inferential statistics were utilised for analysing.

Concerning the three main objectives formulated by the researcher, the study concluded the following. The study revealed that, regarding training and development activities at Beta Insurance Company, the organisation carried out training based on performance appraisals aimed at specific individuals from specific job levels or task-related job training. The corporation did not provide training to all workers but to a subset of them. In order to accomplish the company's goals, it was decided that the staff would continue to perform admirably. This was due to the company's clearly defined training and development plans, which showed that its performance had been maintained

and would go up again if the training trend persisted. Examining how training affects the performance of Beta Insurance Company was the study's second specific goal. The study concluded that training and development positively and considerably linked with staff performance. The study's conclusions show that Beta Insurance Company strongly emphasises its employees' capacity to update their knowledge and productivity in response to the changing business industry. If the training programme is carried out in the future, the organisation's performance will keep improving. Workers were maintained and updated with the changing market environment to ensure that the organisation remained efficient. The company was interested in providing staff with long-term performance possibilities. The third goal was to create and recommend an effective training programme for Beta Insurance Company. The study concluded that the display method of facilitation was an effective and successful training based on its findings. In order to improve employee performance, demonstrative training is facilitated with an emphasis on developing specific skills. The study recommended that insurance companies establish frequent training and development programmes to enhance staff members' abilities, morale, and efficiency, since they understand how, crucial training and development are to achieving organisational goals. Insurance company personnel managers should also consult with specialists to select the proper training and development programmes to encourage employees to be inventive to achieve corporate objectives. Employers in the insurance business should prioritise training programmes so that employees may pick up new skills and sustain a high standard of efficacy.

To maximise the efforts of the staff and the company, staff training and development must be centred on systematically detected skills and knowledge gaps. However, despite the researcher's findings and recommendations, the study failed to describe how the quantitative and qualitative data were collected in detail. On the choice of the instrument, it can be deduced that the researcher failed to describe the various sections of the instruments in detail. Also, the researcher could not give details on how the instruments were piloted, the reliability coefficients of the quantitative instruments and the validity of both instruments. It can also be observed that the researcher could not write the various descriptive and inferential statistical tools utilized for analysing the various items in the questionnaire. Furthermore, the researcher failed to describe the analysis of the qualitative data. Finally, it can be seen that the investigator failed to make room for the various ethical considerations that were followed.

The impact of training programmes on staff performance at Kenya Power (KP) Central Rift Region was investigated by Too and Kwasira (2018). The study's population included 1,421 respondents from various departments and geographical locations around the region. The total number of people who took part in this study was 93. The researcher used simple and purposeful random selection techniques to identify KP Central Rift Region respondents. Then, using a questionnaire, the study's data was gathered. Closed-ended questions were utilised to obtain the numerical data, which was then examined using a descriptive statistics approach.

The findings demonstrate that there was a correlation between performance and training. Additionally, respondents indicated that their career

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path and professional development were paramount. According to the report, Kenya Power should improve its training programmes to include all department staff. Training programmes must be regularised and targeted to enhance employees' abilities and bridge knowledge gaps. Furthermore, ongoing training should boost staff productivity and performance (Too & Kwasira, 2018).

Furthermore, Kenya Power Central Rift Region should promote performance-based training and development policies and award programmes to assist staff in improving their abilities and knowledge in their field or critical personnel sectors. This will foster competition and inspire them to enhance their performance and improve the community's opinion of their services (Too & Kwasira, 2018). However, this study neglected to consider organisations in the education sector, an equally important sector of every economy. In addition, the authors used an inappropriate purposive sampling technique for quantitative analysis. In this regard, the current study examines training and development and the performance of lecturers at Koforidua Technical University to fill a vacuum in the literature. Table 1 shows the findings of the empirical review.

Table 1: Summary of Empirical Review

SN	Author(s)	Research Topic
1	Tahir, Yousafzai, Jan and Hashim 2014 (2014)	"The impact of training and development on employees' performance and productivity: A case study of United Bank Limited Peshawar City, KPK, Pakistan".
2	Diamantidis and Chatzoglou (2014)	"Employee post-training behaviour and performance: Evaluating the results of the training process (Greece)".
3	Atieno and Orwa (2015)	"An investigation of the impact of employee training and reward on performance at Union Des Assurance De Paris Insurance (UAP) in Nairobi-Kenya".
4	Nkosi (2015)	"Effects of training on employee commitment, retention and performance: A case study of a Local Municipality in South Africa".
5	Athar and Shah (2015)	"Impact of training on employee performance in the banking sector of Karachi (Pakistan)".
6	Hafeez and Akbar (2015)	"Impact of training on employee's performance. Evidence from pharmaceutical companies in Karachi, Pakistan".
7	Sexena and Srivastava (2015)	"Impact of employee engagement and performance: Case of manufacturing sectors (India)".
8	Dhar (2015)	"Service quality and training of employees: The mediating role of organisational commitment (India)".
9	Khalaf, Morsy, Ahmed and Ali (2016)	"Impact of effective training on employee performance in hotel establishments (Kenya)".
10	Chaudhry, Jariko, Mushtaque, Mahesar and Ghani (2017)	"Impact of the working environment and training & development on organisation performance through mediating role of employee engagement and job satisfaction (banking sector, Pakistan)".
11	Ahmad and Manzoor (2017)	"Effect of teamwork, employee empowerment and training on employee performance among telecom companies (Pakistan)".
12	Hee and Jing (2018)	"The Influence of human resource management practices on employee performance in the manufacturing sector in Malaysia".
13	Too and Kwasira (2018)	"The influence of training strategy on employee performance at Kenya Power Central Rift Region".
14	Kimanthi (2020)	"Investigation of the impact of training and development on employee performance: A case study of a beta insurance company, Kenya".

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Lessons Learnt from the Literature

A review of associated literature demonstrated that the concept of training and staff performance had attracted a considerable number of researchers, with papers appearing in various management, social science, and human resource journals. According to the review, all the previously discussed researches support the quantitative approach. In terms of study design, the survey method was employed mainly by prior researchers. Additionally, some literature exists on the constructs for countries in Sub-Saharan Africa. Furthermore, most previous researches had concentrated on various areas, such as health care, banking, retail, and financial services, to cite a few. However, related literature on the education sector has been dearth. To put it differently, there is a dearth of knowledge about training and development in the education community, which includes the education sector and its workers.

Conceptual Framework

The conceptual framework demonstrates the researcher's plan for how to investigate "Training and development, and lecturers' performance at Koforidua Technical University." Therefore, Figure 1 shows how the two variables of the study (training and development, lecturers' performance) emanate from the Human Capital Theory, which underpins the current study. It also shows how the independent variable (training and development) and dependent variable (lecturers' performance) relate. Lecturers' performance is supposed to improve or grow due to training and development.
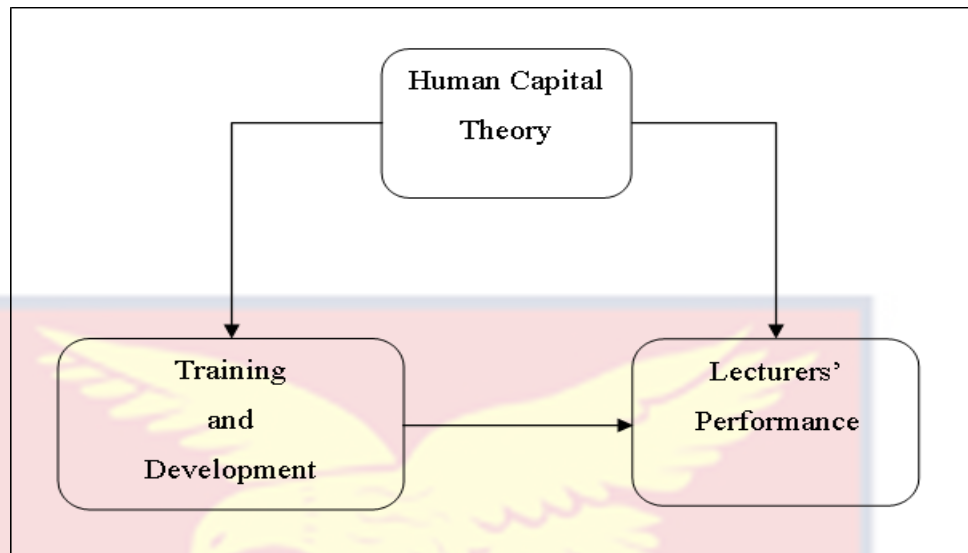
Figure 1: Conceptual framework of the study
Source: Author's construct, Anakwa (2019) based on the literature reviewed

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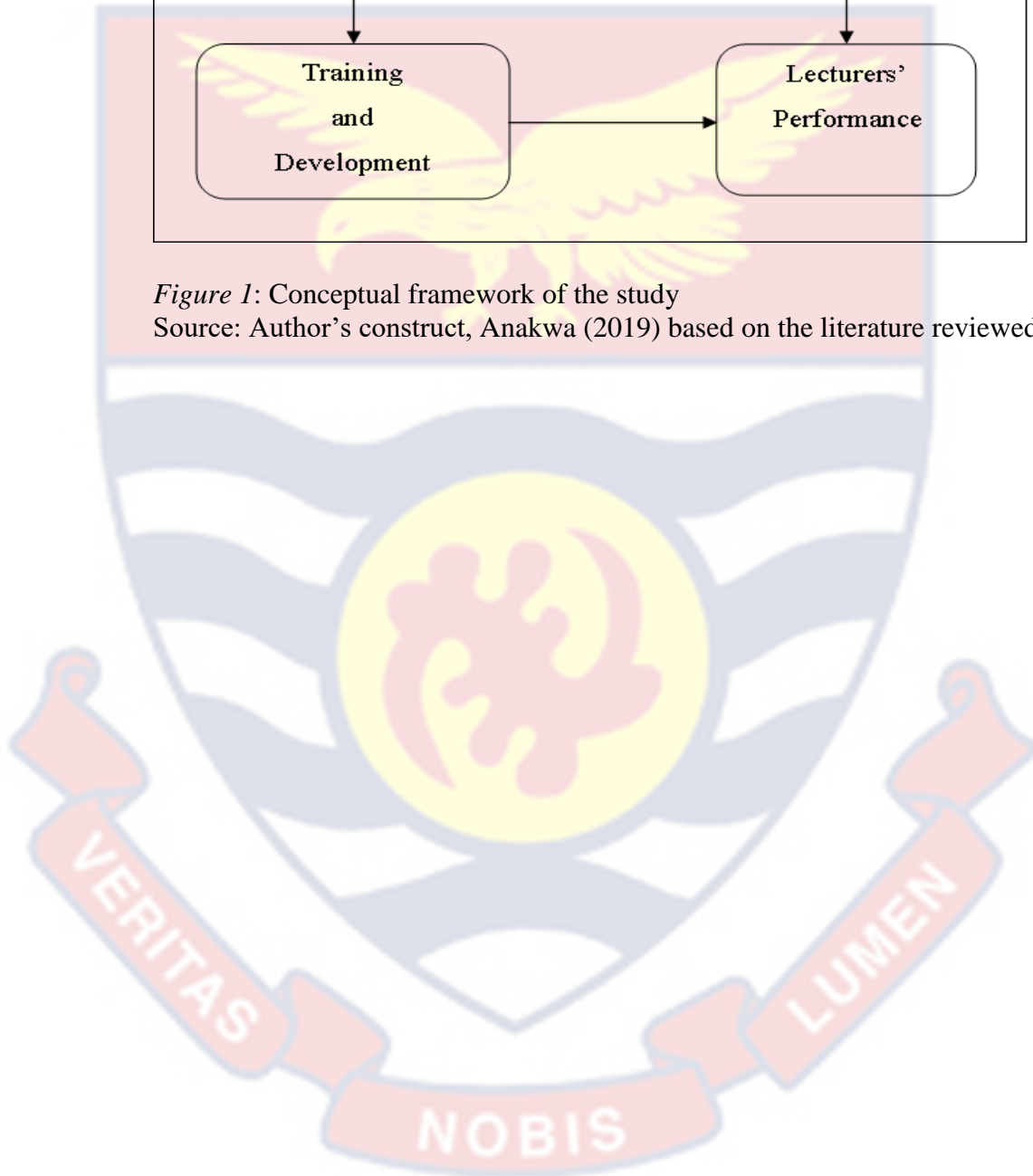
CHAPTER THREE

RESEARCH METHODS

Introduction

This research aims to examine how lecturers at Koforidua Technical University in Ghana perceive the impact of training and development on their performance. The study's research methodologies are covered in this chapter. The chapter presents the research approach, research design, study design, population, sampling procedure, sample size, data collection tool, ethical considerations, and data analysis process. A chapter summary concludes the chapter.

Research Approach

Scholars have proposed three main research approaches: quantitative, qualitative and mixed. Quantitative studies are generally focused on data that could be numerically measured. It is a study method that focuses on the formulation of testable hypotheses and theories that may be applied to various fields (Leppink, 2017). Burns and Burns (2008) indicate that the quantitative approach emphasizes the notion of reliability and statistical compartmentalization. The quantitative research approach typically employs questionnaires, personality tests, surveys, and other standardised research tools.

The qualitative study strategy is based on systematic protocols and techniques, with the researcher's subjective components incorporated within the results and conclusions (Crotty, 1998). This type of study aims to learn why and how events happen rather than merely what, where, and when. This is one of the reasons why qualitative research is the best method for performing

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exploratory studies. This is due to its emphasis on smaller sample units instead of more extensive samples to enable a more thorough investigation and analysis of the topic. The most frequent qualitative study instruments are interview guides and focus group discussions (Creswell, 2007).

When the research is not about measuring relationships, cause and effect, or impact studies, according to Strauss and Corbin (1990), the qualitative technique is the ideal method to apply. In the qualitative research approach, data and meaning emerge from the research context. Furthermore, it helps capture culturally distinctive data on a population's perspectives, behaviours, and social situations, resulting in findings that cannot be obtained using statistical techniques or other ways of measurement. Qualitative research's strength is its capacity to produce comprehensive textual descriptions of how individuals experience a specific research topic and its adaptability (Creswell, 2014).

Mixed methods research uses various approaches to investigate a research subject (Creswell & Plano, 2011). In the design, it is possible to incorporate both quantitative and qualitative viewpoints. It is known for its capacity to investigate a phenomenon, complement the strengths of a single research strategy, and address the flaws of a single design (Creswell, 2007). According to Yin (2017), the research method should be tailored to the study's objectives. Since the study seeks to establish the level at which lecturers' training and development needs are considered, assess the level of lecturers' performance, and analyse the influence of training and development on lecturers' performance, the quantitative research approach is considered appropriate and is utilised for this research.

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Research Design

Many studies can be classified as exploratory, descriptive, or causal (also known as explanatory). Each has a specific function and is only capable of being employed in those ways (Malhotra & Malhotra, 2012). Instead of acquiring statistically accurate data, exploratory research aims to explore new ideas and insights. Open-ended questions are the format for exploratory research that is used the most frequently. Even though text responses cannot be statistically measured, they can give you higher-quality data that could aid you in identifying innovations or challenges that need rectification (Yin, 2017). Exploratory research typically includes literature reviews, surveys, focus groups, and case studies (Darabi, 2007).

The quantitative aspect of descriptive research makes it appear conclusive. Descriptive research is planned and organized contrary to exploratory research so that inferences about a population can be made from the collected data. This study's main objective is to more clearly identify a group's viewpoint, attitude, or behaviour on a particular issue (Robson, 1993). Because respondents must select from specified categories, the survey is known as a descriptive one. These questions will not offer the same distinctive insights into the problems as exploratory research.

Instead, statistically inferable data can be gathered by classifying the responses into defined choices. This makes it easier when measuring how relevant your conclusions are to the entire population you are investigating and how your respondents' views, beliefs, and behaviours have changed over time (Bryman & Bell, 2015). Research is necessary to outline, clarify, and explain a phenomenon's internal relationships and characteristics (Huczynski

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& Buchana, 2004). Instead of being considered an end in and of itself, descriptive research must be seen as a means to a goal (Yin, 2017).

Similar to descriptive research, causal research is quantitative, planned in advance, and systematic in its design. It is therefore also recognized as conclusive study. In contrast to other types of research, causal research aims to clarify the cause-and-effect relationship between variables. In contrast, experiments are used in the observational style of descriptive research to ascertain if a relationship is causal. Two goals will ultimately be addressed by causal research: 1) To comprehend the variables that are the effects and those that are the causes, and 2) To ascertain the nature of the relationship between the causal variables and the expected outcome (Yin, 2017). The descriptive-causal research design was utilised since the research objectives are descriptive and causal.

Study Design

The study design guides how a researcher responds to the research questions (Saunders & Lewis, 2012). Due to the wide range of study designs, there are numerous ways in which scientists might categorise them. Among the terms used by Saunders and Lewis (2012) are "experiments," "surveys," "case studies," "action research," "grounded theory," "ethnography," and "archival research." According to Bryman and Bell (2015), there are five research designs: comparative, cross-sectional or longitudinal, case study, and experimental. Additionally, Yin (2017) asserts that there are three factors to consider when selecting a study design: the sort of research question, the level of control the researcher has over behavioural events, and the emphasis on

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current rather than previous events. These conditions are shown in Table 2, along with their relationship to the study design.

Table 2: Relevant Situations for Different Study Designs

Study Design	Form of Research Question	Requires Control of Behavioural Events?	Focuses on Contemporary Events?
Experiment	How, Why?	Yes	Yes
Survey	Who, What, Where, How Many, How Much?	No	Yes
Archival Analysis	Who, What, Where, How Many, How Much?	No	Yes/No
History	How, Why?	No	No
Case Study	How, Why?	No	Yes

Source: Yin (2017, p.8)

The cross-sectional survey design is acceptable for the study given the type of research questions employed (What?), the researcher's limited influence over behavioural occurrences, and the investigator's emphasis on current rather than previous events.

Population

The entire group that the study concentrates on is known as the population. Malhotra (1996) asserts that group members or units should possess pertinent information regarding the study and the researcher. According to Rubin and Babbie (2001), the target population is the aggregate of research items that has been conceptually determined. Therefore, the

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population of the present study constitutes all lecturers working at the Koforidua Technical University, numbering 220. This number comprises of 26 lecturers who were on study leave 12 were on official assignments and 6 were unavailable. As of November 15th, 2019, remaining 174 lectures were available and data was collected from the university's records section.

Sampling Procedure and Sample Size

A census was employed in selecting all 174 lecturers working at Koforidua Technical University as respondents for this study. A census is deemed appropriate because it is attractive for smaller populations, such as about 200 subjects or less (Israel, 2013). Efforts were made to ensure that most lecturers responded to the questionnaire to obtain essential data and attain the required precision. To cater for the non-response rate, questionnaires were administered to lecturers through the Human Resource Directorate of the University.

Data Collection Instrument

The only instrument for gathering data was a semi-structured questionnaire with a mix of open-ended and closed-ended questions. A questionnaire is utilized because it is simple to get data from many people. It also allows for statistical compartmentalisation of the data collected. The questionnaire employed consists of three sections, sections A to C. The first section covers the respondents' demographic data, including gender, age, highest educational qualification, and the number of years employed at Koforidua Technical University (four questions).

The following section considers statements/indicators that measure the extent to which lecturers' training and development needs are considered at

Koforidua Technical University, comprising seven statements. The statements that measure the training and development of lecturers are anchored on a five-point Likert-type scale: "0=No Agreement, 1=Least Agreement, 2=Less Agreement, 3=Moderate Agreement, 4=Strong Agreement, 5=Strongest Agreement". The statements that measure the training and development of lecturers were adapted from prior studies in the field (Edgar & Geare, 2005; Hee & Jing, 2018; Too & Kwasira, 2018). In addition, the statements were rephrased to suit the university context. The third and final section of the questionnaire covered statements that measure the performance of lecturers at Koforidua Technical University, comprising ten items sourced from Hee and Jing's study (2018). Overall, the questionnaire consists of 21 items.

Validity and Reliability of the Instrument

Before analysing the link between the variables of interest, the scales were refined to verify their robustness while testing their validity and reliability. The confirmatory factor analysis (CFA) was utilized to assess the statistical fitness of scales regarding scale reliability and convergent validity. Validity and reliability tests were performed. Among them are the Cronbach's Alpha reliability test, composite reliability (CR), convergent validity, and average variance extracted (AVE).

Hair, Sarstedt, Hopkins, and Kuppelwieser (2014) state that a Cronbach's Alpha of 0.70 or above is required to ensure the internal consistency of construct items in a research instrument. Table 3 shows that all of Cronbach's Alpha values are 0.70 or higher, demonstrating the instrument's reliability for the different constructs.

Table 3: Reliability and Validity Test Results

Variable	Item	Factor Loading	T-Values	Cronbach's Alpha	AVE	CR
Training & Development				0.9459	0.756	0.948
	B1	.8791730	37.59			
	B2	.8525667	33.25			
	B3	.8234135	29.03			
	B4	.8023113	22.14			
	B5	.9627021	153.61			
	B6	.9908921	254.07			
	B7	.9412837	106.83			
Performance				0.9225	0.763	0.927
	C1	.7107560	19.18			
	C2	.9233775	65.05			
	C3	.9524696	83.20			
	C4	.8872732	51.04			
	C5	.88521468	48.18			
	C6	.871214574	45.01			
	C7	.9173436	70.50			
	C8	.9028103	61.10			
	C9	.9177616	70.64			
	C10	.9365911	87.36			

Source: Field survey

The validity of the measuring scales was also examined. The amount to which each construct measured what it was supposed to assess is referred to as validity (Kimberlin & Winterstein, 2008). Convergent validity was used to assess the measuring scale's validity. To ensure convergent validity, some procedures were used. First, the author deleted any components that did not load correctly on each construct. I removed from the analysis those items with factor loadings of less than 0.70.

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In contrast, all the loadings in Table 3 are more significant than 0.45, showing that convergent validity was obtained in the research. Following the purification process, all seven items for the "Training and Development" construct were retained, and all ten items for the "Lecturer Performance" build were maintained. Every Cronbach's alpha value exceeded the threshold of 0.70, demonstrating the instrument's reliability for the constructs.

Data Collection Procedure

To guarantee a high return rate, the researcher handled the administering of the instruments. Upon the researcher's arrival, the heads of the various departments at the Koforidua Technical University were given an introduction letter from the Director of the Institute for Educational Planning and Administration at the University of Cape Coast. This letter preceded the distribution of the questionnaires. After submitting the introductory letter, the researcher gained authorization to gather data from the lecturers. The researcher meets Heads of Department (HoDs) and the questionnaires were given to them for distribution. the HoDs asked me to come for after two weeks.

Data Analysis

The completed surveys were carefully examined after the data collection process was completed to ensure that any errors brought on by incomplete or inaccurate responses were prevented or minimised. The data was processed after the error-free questionnaires had been rigorously coded and updated to eliminate missing values. IBM SPSS Statistics Software for Windows, version 23 was used to process data. Before anything else,

frequencies and percentages will be used to assess respondents' demographic traits.

Following that, the study's first objective, to establish the level at which lecturers' training and development needs are considered at Koforidua Technical University, was examined using the mean and standard deviation. The study's second goal, to analyse the level of lecturers' performance at Koforidua Technical University over the previous year, was examined using the mean and standard deviation. Finally, the third goal which was to investigate the influence of training and development on lecturer performance at Koforidua Technical University was analysed using simple regression.

Ethical Considerations

In a study, Patten and Newhart (2017) outlined the primary ethical considerations that must be considered in each research endeavour. "Voluntary involvement", "right to privacy, anonymity", and "information confidentiality" are among the primary ethical considerations. Therefore, every effort was made to guarantee that every one of these ethical issues was addressed. For instance, given "voluntary participation", each respondent was able to answer the questionnaire at his or her discretion. Additionally, permitting respondents to complete questionnaires on their schedule was resolved potential privacy concerns, and unclear questions could be satisfactorily answered using their preferred method.

In order to maintain anonymity, respondents were prohibited from giving explicit information about themselves on the questionnaire, including "names", "contact information", and "home addresses." Additionally, respondents were assured that their private information would not be disclosed

to the world or utilised for anything besides this study. Lastly, this research was ensured the confidentiality of all data by reassuring participants that their contributions would remain private. Furthermore, they were guaranteed that their information would not be used against them or made public.

Chapter Summary

In this chapter, the study's research methods were discussed. This chapter included the research method, research design, study design, population, sampling procedure, sample size, data collection instrument, ethical considerations, and data analysis procedure.
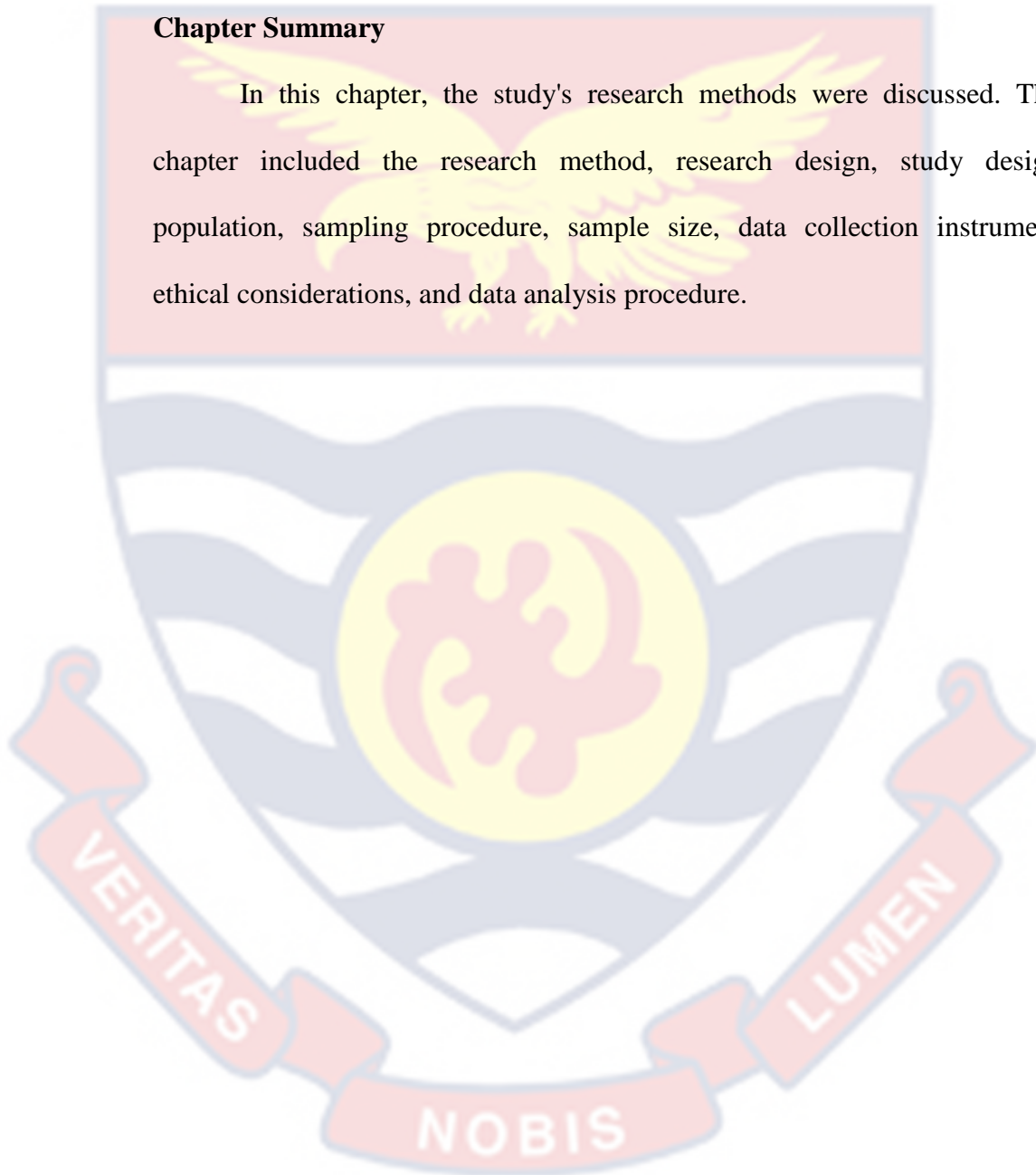
CHAPTER FOUR

RESULTS AND DISCUSSION

Introduction

First, utilising frequencies and percentages as analytical tools, this chapter looked at the demographic attributes of lecturers at Koforidua Technical University, including their gender, age, highest education level attained, and the number of years in the organisation. Then, in order to accomplish objectives one and two, namely to ascertain the degree to which lecturers' training and development needs are considered at Koforidua Technical University and to evaluate the level of lecturers' performance at Koforidua Technical University over the past year, descriptive statistical tools (mean, standard deviation, minimum value, and maximum value) were used. Additionally, inferential statistics were used to address objective three, which aimed to ascertain the effect of training and development on the performance of lecturers at Koforidua Technical University. Pearson's correlation coefficient and simple regression analysis were used in this regard. Only 150 of the 174 issued questionnaires were received. The researcher used 145 of the 150 received questionnaires because they were complete, valid, and usable for data analysis purposes. As a result, a response rate of 84.48% (145/174*100 %) was obtained. The rate of non-response was 15.52%.

Demographic Characteristics of Respondents

Results for the respondents' gender revealed that males made up 66.21 per cent of the sample (n=96), compared to females, who made up 33.79 per cent (n=49) (Table 2). Regarding respondents' ages, the study revealed that the majority of respondents fell within the "Above 45 years" age category (n=62,

42.76%), followed by the "36 – 45" age category (n=52, 35.86%), and then, 26-35 age category (n=31, 21.38%), signifying that most of the respondents were mature and, in a position, to make scholarly contributions to the study (Table 3).

Table 4: Demographic Characteristics of Respondents

	Details	Freq	%
A1	*Gender:*		
	Female	49	33.79
	Male	96	66.21
A2	*Age* (years):		
	18 – 25	-	-
	26 – 35	31	21.38
	36 – 45	52	35.86
	Above 45	62	42.76
A3	*Highest educational qualification:*		
	Master's degree	101	69.66
	PhD	44	30.34
A4	*Number of years worked:*		
	<3 years	12	8.28
	3 to 5 years	28	19.31
	6 to 10 years	45	31.03
	> 10 years	60	41.38

Source: Field survey

In terms of respondents' educational levels, the results revealed that the majority of respondents (n=101, representing 69.66 %) had obtained master's degree certifications, while the remaining 44 (30.34 %) had obtained PhD certifications (Table 2). This result indicates that most respondents have the necessary educational background to make informed contributions to the study. Finally, Table 2 shows that 72.41 % of the respondents (105) had

worked at Koforidua Technical University for more than five years, while the remaining 27.5 % (n=12) had worked there for less than five years.

Of the 105 respondents who had worked at the University for more than five years, 45 had worked there for 6 to ten years, and 60 had worked there for more than ten years. These findings indicate that a more significant proportion of respondents had worked at the University for a more extended period, implying that they might have the necessary experience to contribute significantly to this research project.

Lecturers' Training and Development Needs

Seven indicators were measured on a five-point Likert scale, with a score of 1 indicating least agreement and 5 indicating strongest agreement, to determine the extent to which lecturers' training and development needs are considered at Koforidua Technical University. These scores were calculated based on how strongly respondents agreed or disagreed with each affirmative statement included under "Training and Development" on the questionnaire. Before completing this task, the descriptive statistics for each of the seven indicators were established (Table 3).

Data for every one of the seven indicators were analysed into means using a scale of 1.00 to 5.00, with 1.00 to 2.90 denoting a low level of agreement and 3.00 to 5.00 denoting a high level of agreement, as utilised in prior studies (Ackon, 2018; Dogbe, 2018; Koomson, 2017). Because the dataset lacked extreme scores, mean scores were preferred over median scores.

Table 5: Perception of lectures at Koforidua Technical University on Training and Development needs

SN	Indicators	Mean	SD	Min.	Max.
1	My department has regular training programs for lecturers.	3.82	.984	3	5
2	This university is committed to the training and development of its lecturers.	3.73	.874	3	5
3	I get the opportunity to discuss my training and development requirements with my employer.	3.70	1.012	3	4
4	This university has provided me with training opportunities to extend my range of skills and abilities.	3.61	.851	2	5
5	My work pays for any work-related training and/or development I want to undertake.	3.51	.717	2	4
6	My employer encourages me to extend my abilities.	3.21	1.147	2	3
7	There is a budgetary allocation for training in my department.	3.08	1.238	2	4

Scale (Mean): Low = 1.00 – 2.90; High = 3.00 – 5.00
Source: Field survey

As seen in Table 5, the indicator "My department has regular training programmes for lecturers" has an average value of 3.82, indicating a high level of agreement from participants and a degree of variability from a standard deviation of.984. With a degree of reliability from the standard deviation of.874, the indicator "This University is committed to the training and development of its lecturers" has a mean value of 3.73, suggesting a high level of participant agreement. "I get the opportunity to discuss my training and development requirements with my employer" obtained an average rating of

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3.70, indicating a high level of agreement from participants with a degree of variability from a standard deviation of 1.012.

The average score for the indicator "This University has provided me with training opportunities enabling me to extend my range of skills and abilities" is 3.61, indicating a high level of agreement from participants and a degree of reliability from a standard deviation of.851. The indicator "My work pays for any work-related training and/or development I want to undertake" reached an average of 3.51, suggesting a high level of agreement from participants and a degree of variability from a standard deviation of 717. Furthermore, a standard deviation of 1.147 and an average score of 3.21, indicating "My employer encourages me to extend my abilities", implies a high level of agreement among participants (Table 5).

Last but not least, the average score for the indication "There is a budgetary allocation for training in my department" is 3.08, implying a high level of agreement among participants and a degree of reliability from a standard deviation of 1.238. (Table 3). These findings indicate that Koforidua Technical University prioritises lecturers' training and development needs. The average scores of all seven indicators, ranging from 3.00 to 5.00, make this clear. This finding is in line with the literature. Elnaga and Imran (2013), for example, argued that training focuses on improving employees' skills that are required to achieve organisational goals.

According to Jehanzeb and Bashir (2013), training increases the efficiency of individuals, groups, and, as a result, organisations. Training, according to Sexena and Srivastava (2015), aids in the elimination of weaknesses by strengthening employees' skills. According to Sexena and

Srivastava (2015), a well-organised training programme not only aids employees in acquiring comparable knowledge and abilities but also raises everyone to a high level of uniformity. This suggests that the entire workforce is dependable, removing the need for the organisation to rely on particular personnel solely.

How does the training and development program enhance lecturers' performance as perceived by lectures at Koforidua Technical University?

In assessing the level of lecturers' performance at Koforidua Technical University over the past year, ten more indicators were measured on a five-point Likert scale, with 1 specifying least agreement and 5 implying strongest agreement. These scores are based on how strongly participants agreed with each statement about lecturers under the heading "Performance of lecturers" on the questionnaire. Before obtaining the answers to this purpose, descriptive statistics for each of the ten indicators were established. In order to be more precise, the data for every one of the ten indicators were averaged on a scale of 1.00 to 5.00, with 1.00 to 2.90 indicating a low level of agreement and 3.00 to 5.00 signifying a high level of agreement, as was done in earlier studies (Ackon, 2018; Dogbe, 2018; Koomson, 2017). Mean scores were favoured over median scores because extreme scores did not define the dataset. For example, the indicator "I am capable of completing my task within the time frame" has an average score of 4.57, as shown in Table 5, implying a high level of agreement from participants and some variation from a standard deviation of.884. Also, with a standard deviation of 1.204 and an average score of 4.40, the "I complete duties according to procedures" indicates a high level of agreement from participants. Next, the statement "I complete my job

accurately and on time to achieve the work objective" received an average score of 4.38 from participants, suggesting a high level of agreement with some variation from a standard deviation of 1.412.

A mean score of 4.28 was also obtained for the indicator "I meet work hours' schedule and attendance expectations," indicating intense levels of agreement among participants and a degree of reliability from a standard deviation of.751. With a standard deviation of 1.217, the average score of the statement "I deal confidently and efficiently with top management and colleagues" is 4.09, showing a high level of agreement among participants. After that, with an average value of 3.89 and a standard deviation. of 925, the statement "I can identify, analyse problems and develop solutions" showed high levels of agreement among participants (Table 6).

Table 6: Perceptions of lectures on how training and Development enhance their performance

SN	Indicators	Mean	SD	Min.	Max.
1	I am capable of completing my task within the time frame.	4.57	.884	4	5
2	I complete duties according to procedures.	4.40	1.204	4	5
3	I complete my job accurately and timely to achieve the work objectively.	4.38	1.412	4	5
4	I meet the work hours schedule and attendance expectations.	4.28	.751	3	5
5	I deal confidently and efficiently with top management and colleagues.	4.09	1.217	3	4
6	I can identify and analyse problems and find a solution for them.	3.89	.925	2	5
7	I demonstrate the necessary knowledge and skills to perform the job effectively.	3.74	2.014	3	5
8	I establish my job objectives about the department and company goals.	3.68	1.501	3	4
9	I volunteer to complete extra tasks.	3.51	.847	3	4
10	I produce high-quality work.	3.44	.798	2	5

Scale (Mean): Low = 1.00 – 2.90; High = 3.00 – 5.00
Source: Field survey

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The indication "I demonstrate necessary knowledge and skills to perform the job effectively" had a mean score of 3.74, showing a high level of agreement from participants with a standard deviation of 2.014. Finally, the statement "I establish my job objectives about the department and company goals" obtained a mean score of 3.68, suggesting a high level of agreement among participants with some variation from a standard deviation of 1.501. (Table 5).

The mean value of the indication "I volunteer to complete extra tasks" is 3.51, indicating a *high level of agreement* among participants with a standard deviation of .847. Finally, the middling score of "I produce high-quality work" indicates 3.44, indicating a *high-level agreement* among participants with a degree of reliability from a standard deviation of .798 (Table 4). These findings imply that lecturers' performance at Koforidua Technical University has been very encouraging over the past year. This is manifest in the average values of all ten indicators, which were within the space of 3.00 to 5.00.

Inferential Statistics

The report's ultimate objective was to examine the connection between Koforidua Technical University lecturers' performance and training and development. Inferential statistics, notably Pearson's correlation and regression techniques, were applied to achieve this purpose. Correlation analysis was used to determine the associations between the variables of interest before moving on to regression analysis. The correlation only reflects the direction and strength of the relationship between variables, not the amount of variation in one variable explained by the other; hence this was the

choice. Through the use of regression analysis, it was possible to compare one variable's predictive power to another.

Pearson's correlation coefficient

With respect to correlation, the simple bivariate correlation (also known as zero-order correlation) was utilised to test the association between training and development and lecturers' performance, and it was subject to a two-tailed test of statistical significance. Correlation was seen as significant at the p0.01 probability level. According to Pallant (2007), correlation values (r) were interpreted using Cohen's (1988) guidelines: very weak (r =.10 to.29 or r = -.10 to -.29); weak (r =.30 to.49 or r = -.30 to -.49); moderate (r =.50 to.69 or r = -.50 to -.69); and large (r =.70 to.99 or r = -.70 to -99).

These rules still hold whether or not a negative sign precedes the r-value. To ensure the assumptions of normality, linearity, and variance homogeneity were not violated, preliminary studies were done. At Koforidua Technical University, training and development had a significant relationship with lecturers' performance, as seen in Table 7 (r =.707, sig value 0.01).

Table 7: Correlation Analysis

		Training & development	Lecturers' Performance
Training & development	Pearson Correlation	1	
	Sig. (2-tailed)		
Lecturers' Performance	Pearson Correlation	.707[**]	1
	Sig. (2-tailed)	.000	

[**]. Correlation is significant at the 0.01 level (2-tailed).
Source: Field survey

Pearson Correlation was computed and the value was .707, is neglectable, small, moderate and high or strong and has direct significance. Is

a strong and direct relationship. And is .707^2, this is a strong relationship between Training and Development and Lectures performance. Co-efficient of determination shows that a change in Training and Development accounts for approximately 50% (49.98%) of a change in lecturers' performance will improve.

This result is in line with earlier studies in the area. In the Mpumalanga Province of South Africa, Nkosi (2015) found that training substantially impacted staff commitment, retention, and performance improvement within a local municipality. Similarly, Tahir, Yousafzai, Jan, and Hashim (2014) used data from Pakistan's United Bank Limited in Peshawar City to show a significant association between training and development and employee performance and productivity. Athar and Shah (2015) concluded that training was one of the most crucial elements in helping employees in Pakistan learn knowledge while also motivating and satisfying them. The authors claimed that training increased employees' skills and capacities and that training, along with other factors, contributed favourably to the development of employee performance. They based this claim on data from banks in Karachi.

In another research conducted in Pakistan, Hafeez and Akbar (2015) used evidence from pharmaceutical companies in Karachi to conclude that the more training an employee receives, the more efficient their level of performance is. Once more, in Pakistan, Ahmad and Manzoor (2017) found that empowering employees significantly improved workers' performance in the telecom industry in Islamabad. Similar findings were made by Dhar (2015), who found a significant link between employee training and the calibre of services offered by staff in Indian tourist hotels. In all five-star

hotels in Greater Cairo, Egypt, Khalaf, Morsy, Ahmed, and Ali (2016) observed a positive influence of practical training on hotel staff abilities, employee performance, productivity, and cost savings.

Hee and Jing (2018) stated that training and development was the most critical component that positively influenced staff performance in Malaysia, followed by performance appraisal, using data from a manufacturing company in Johor as support. In addition, there is a connection between performance and training, according to Too and Kwasira's (2018) investigation of the impact of training programmes on staff performance at Kenya Power Central Rift Region.

Regression Analysis

The standard simple regression technique was used to test the connection between the variables of interest. Pallant (2007) recommended using simple standard regressions because they enable the prediction of a single dependent continuous variable from a single independent variable. It may also be utilised to assess each individual variable's relative contribution and test the predictive power of a set of variables. Table 7 provided information on the relationship between the dependent variable (lecturers' performance) and the independent variable (employee training and development) after satisfying the assumptions that underlie the use of regression (R).

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Table 8: Relationship, Amount of Variation and Autocorrelation Test
Model Summary

Model				Std. Error of the	Durbin-Watson
	R	R Square	Adjusted R Square	Estimate	
1	.8 [a]	.64	.50	2.11	1.51

a. Predictors: (Constant), lecturers' training & development
b. Dependent Variable: Lecturers' performance
Source: Field survey

Also included are data on the amount of variation in the dependent variable explained by the independent variable as indicated by R-Square, data on the amount of variation in the dependent variable explained by the independent variable following an adjustment as indicated by Adjusted R-Square, and data on autocorrelation in the residual or error term as indicated by Durbin Watson. There is a link between the dependent and independent variables, as shown by the R-value of.8 in Table 8. Thus, staff training & development and lecturer performance are strongly linked at Koforidua Technical University. This research implies that Koforidua Technical University lecturers' performance will likely improve if training and development is implemented.

The conclusions of this study are comparable to those of Nkosi (2015), who found that employee training significantly influenced staff commitment, retention, and performance improvement within a local municipality in South Africa's Mpumalanga Province. Similarly, Tahir, Yousafzai, Jan, and Hashim (2014) used data from Pakistan's United Bank Limited in Peshawar City to show a significant association between training and development and employee performance and productivity. Athar and Shah (2015) concluded

that training was one of the most crucial elements in helping employees in Pakistan learn knowledge while also motivating and satisfying them. The authors further stated that training enhanced employees' skills and talents and favourably impacted employee performance growth when combined with other elements.

In another research conducted in Pakistan, Hafeez and Akbar (2015) used evidence from pharmaceutical firms in Karachi to conclude that the more training an employee receives, the more efficient their level of performance is. Again, in Pakistan, Ahmad and Manzoor (2017) revealed that staff empowerment significantly impacted staff performance in the telecom sector in Islamabad. Similarly, Dhar (2015) discovered a significant link between staff training and the quality of service workers in tourist hotels in India. Finally, Khalaf Morsy, Ahmed, and Ali (2016) found a positive influence of practical training on hotel staff abilities, staff productivity, staff performance, and cost reduction in all five-star hotels in Greater Cairo, Egypt.

Hee and Jing (2018) stated that training and development was the most critical component that positively influenced staff performance in Malaysia, followed by performance appraisal, using data from a manufacturing company in Johor as support. In addition, there is a connection between performance and training, according to Too and Kwasira's (2018) investigation of the impact of training programmes on staff performance at Kenya Power Central Rift Region.

Furthermore, the "R" Square revealed how the independent variables affect the degree of variation in the dependent variable. As a result, the independent variable of employee training is responsible for 64% of the

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variation in employee performance as a dependent variable. The residual explains the remaining 36.00% of the difference in employee performance. Using evidence from Karachi banks, this conclusion backs up Athar and Shah's (2015) claim that training and other factors contribute positively to improving employee performance. Furthermore, the Durbin-Watson result of 1.51 revealed that the residuals in the regression model or equation had no autocorrelation. This was because the Durbin Watson statistics were more than 1.50 and less than 2.50.

Linking the Results to the Human Capital Theory

According to the Human Capital Theory, people who spend money on education and training will become more skilled and productive than those who do not and may justify receiving higher pay due to their HC investment (Becker, 1964). According to Becker, education increases productivity and incomes primarily by supplying students with the knowledge, skills, and a framework for problem-solving (1993, p. 19). The HC theory, which supports the notion that employees' knowledge and abilities may be increased by investing in education or training through learning, further contributes to the influence of Becker's (1993) theories on current employee development and learning literature. With this in mind, this study concluded that the findings of this report agree with the human capital theory in the sense that lecturers' training & development needs, which Koforidua Technical University highly considered, had a significant positive relationship with lecturers' performance.

Chapter Summary

About the literature studied, the chapter presented the findings and appropriately addressed them. The demographic profile of the respondents was

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first provided and discussed in terms of frequencies and percentages. Then, as a descriptive statistical tool, the mean and its accompanying standard deviation were used to determine the extent to which Koforidua Technical University's lecturers' training and development needs were properly considered (objective one) and to assess the level of lecturers' performance (objective two). Afterwards, the inferential statistical tool: Pearson's correlation and simple regression analysis were used to examine objective three, which sought to analyse the link between training and development and lecturers' performance. The findings indicated that:

1) Koforidua Technical University highly considered lecturers' training and development needs.

2) Lecturers' performance at Koforidua Technical University has been very encouraging over the past year.

3) Lecturers' training and development positively and significantly related to their performance at Koforidua Technical University.

4) The Human Capital Theory was supported, considering the study's findings

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CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

Introduction

The study's main conclusions and a summary were provided in this chapter. In addition, the conclusions drawn from the findings are included in this chapter, along with suggestions.

Summary of the Study

This research looked at the perception of lecturers on the effect of training and development on their performance at Koforidua Technical University in Ghana. The descriptive-causal research design was used, and a quantitative research methodology was chosen. The study design was cross-sectional. This research targeted a population that constituted lecturers working at the Koforidua Technical University, numbering 174. A census was applied. To account for the non-response rate, questionnaires were distributed to lecturers through the University's Human Resource Directorate. Only 150 of the 174 questionnaires distributed were brought back. The researcher used 145 of the 150 returned questionnaires because they were complete, valid, and useful for data analysis purposes. As a result, a response rate of 84.48% (145/174*100%) was achieved. The non-response rate was 15.52%.

Primary data were gathered using a questionnaire. Completed questionnaires were collected over four weeks. The researcher created the questionnaire based on previous empirical studies. Lecturer's training and development needs were measured using seven items adopted from the study by Edgar and Geare (2005), Hee and Jing (2018), and Too and Kwasira (2018). On the other hand, the performance of lecturers at Koforidua

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Technical University was assessed using ten items drawn from Hee and Jing's study (2018).

The questionnaire contained 21 items split into three sections: 'Section A' concentrated on respondents' demographic traits (four items); 'Section B' examined the lecturers' training and development at Koforidua Technical University (seven items), and 'Section C' collected data on the lecturer performance at Koforidua Technical University (ten items). The statements in Sections B and C of the questionnaire were rated on a five-point Likert scale with 0 denoting no agreement, 1 denoting most minor agreement, 2 denoting less agreement, 3 denoting moderate agreement, four denoting strong agreement, and 5 denoting most robust agreement. The research was refined to guarantee the scales' robustness and assess how valid and reliable the scales were, making the research quality trustworthy and scientific. A supervisor also provided expert judgement to validate the research tool.

Both descriptive statistics (mean, standard deviation, minimum value, and maximum value) and inferential statistics (Pearson's correlation coefficient, simple regression analysis) were utilized to explain continuous data. For categorical data, frequency tables with corresponding percentages were employed. To assure strict adherence to research ethics standards, a clause has been added to the questionnaire's introductory paragraph that guarantees respondents' anonymity and confidentiality. The researcher and the participants also decided on the time needed to complete the questionnaire.

This study's findings were organized by the study objectives, designed to guide and direct the research. The findings suggested that Koforidua Technical University highly considered lecturers' training and development

needs. Further analyses showed that the Lecturers' performance at Koforidua Technical University has been very encouraging over the past year. More importantly, the performance of lecturers at Koforidua Technical University was significantly and favourably impacted by their training and development. Finally, the Human Capital Theory was supported, considering the study's findings.

Conclusions

This study examined the perception of lecturers on the impact of training and development on their performance at Koforidua Technical University in Ghana. The research concluded that lecturers' training needs are paramount at Koforidua Technical University in Ghana. Moreover, the lecturer's performance at Koforidua Technical University in Ghana is satisfactory. Furthermore, human capital investments in the training and development of lecturers generally improve their individual-level outcomes. In other words, increased training and development practise would improve lecturer performance at Ghana's Koforidua Technical University.

Recommendations

After examining lecturers' perspectives on how training and development affect their performance at Koforidua Technical University in Ghana, recommendations to support the institution's survival, expansion, and performance are appropriate. The study suggests that Koforidua Technical University's management prioritises firm-specific and general training practises in their organisation to improve overall lecturer productivity and gain a competitive advantage. Also, lecturers should be provided with opportunities

to seek knowledge and experiences in other work environments within the same industry to learn new ways of solving organisational problems.

Suggestions for Future Research

The study's stems from the generalisation of the findings to the education community in Ghana. Therefore, it would have been more rigorous to have examined all technical universities in Ghana, but using evidence from a single technical university may not paint a succinct picture of how lecturers' training and development affect lecturer performance in the context of technical universities in Ghana. Therefore, the researcher advises future research focusing on all of Ghana's technical universities.
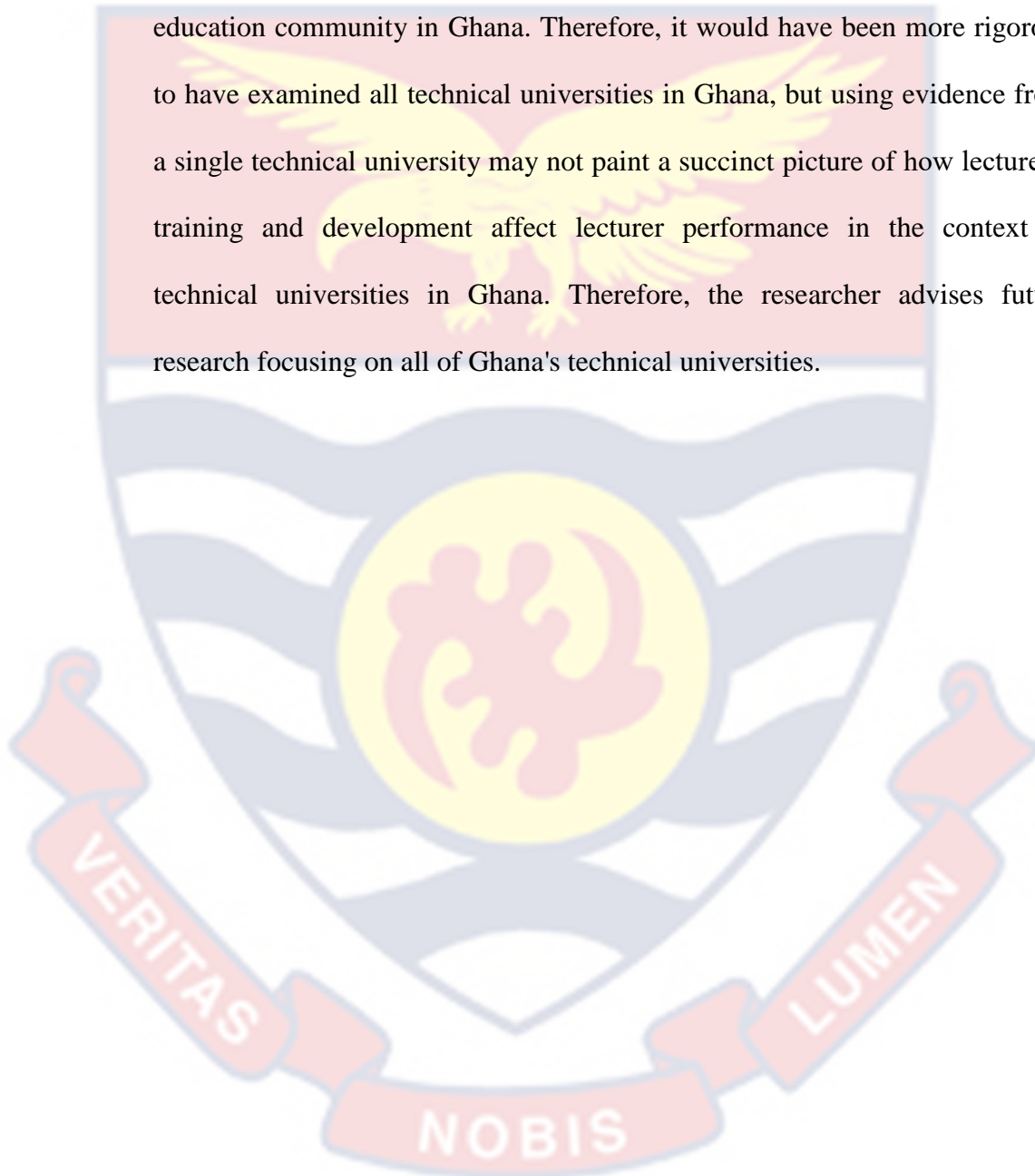
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APPENDIX

QUESTIONNAIRE

PERCEPTION OF LECTURERS ON THE IMPACT OF TRAINING &

DEVELOPMENT ON THEIR PERFORMANCE AT KOFORIDUA

TECHNICAL UNIVERSITY

This questionnaire is designed to gather information for a research project in partial fulfilment of the requirement for a Master of Philosophy in Higher Administration degree from the University of Cape Coast (UCC). Therefore, your participation is necessary, and your responses will be treated confidentially and for academic purposes only.

Please tick [√] the appropriate response where options are provided and write your response where spaces are provided.

SECTION A: DEMOGRAPHIC CHARACTERISTICS

A1. Gender: a. Male [   ] b. Female [   ]

A2. Age [years]: ………………………………

A3. What is your highest educational qualification achieved?

a. Diploma [   ] b. Bachelor's Degree [   ] c. Master's Degree [   ] d. PhD [   ]

e. Other(s), please specify………………………………………..

A4. How long have you worked at Koforidua Technical University? ……………………..

SECTION B: TRAINING & DEVELOPMENT

Each of the following statements relates to employee training and development in your University. Please indicate your level of agreement with each of the following statements anchored on the scale:

"0=No Agreement, 1=Least Agreement, 2=Less Agreement, 3=Moderate Agreement, 4=Strong Agreement, 5=Strongest Agreement"

Training & Development Indicators						
B1. My employer encourages me to extend my abilities.	0	1	2	3	4	5
B2. This university has provided me with training opportunities to extend my range of skills and abilities.	0	1	2	3	4	5
B3. I get the opportunity to discuss my training and development requirements with my employer.	0	1	2	3	4	5
B4. My work pays for any work-related training and/or development I want to undertake.	0	1	2	3	4	5
B5. This university is committed to the training and development of its lecturers.	0	1	2	3	4	5
B6. My department has regular training programs for lecturers.	0	1	2	3	4	5
B7. There is a budgetary allocation for training in my department.	0	1	2	3	4	5

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SECTION C: PERFORMANCE OF LECTURERS

Each of the following indicators relates to the performance of lecturers at Koforidua Technical University. Please indicate your level of performance (*over the past year*) regarding each of the following statements, anchored on the scale: "*0=No Agreement, 1=Least Agreement, 2=Less agreement, 3=Moderate Agreement, 4=Strong Agreement 5=Strongest Agreement*"

Performance Indicators						
C1. I complete my job accurately and timely to achieve the work objectively.	0	1	2	3	4	5
C2. I meet the work hours schedule and attendance expectations.	0	1	2	3	4	5
C3. I can identify and analyse problems and find a solution for them.	0	1	2	3	4	5
C4. I deal confidently and efficiently with top management and colleagues.	0	1	2	3	4	5
C5. I demonstrate the necessary knowledge and skills to perform my job effectively.	0	1	2	3	4	5
C6. I establish my job objectives regarding the department and University goals.	0	1	2	3	4	5
C7. I am capable of completing my task within the time frame.	0	1	2	3	4	5
C8. I volunteer to complete extra tasks.	0	1	2	3	4	5
C9. I produce high-quality work.	0	1	2	3	4	5
C10. I complete duties according to procedures.	0	1	2	3	4	5